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ABSTRACT

Third in a series, this volume contains summaries of 115 outdoor education dissertations, most written since 1978. Compilers examined studies in environmental, conservation, and outdoor education and included in the volume those containing reference to the field trip or outdoor experience. The criterion definition they applied was the "use of materials and resources found outside the classroom to meet educational objectives." Generally, the studies fall into five categories: (1) program development; (2) organization and administration; (3) historical analysis; (4) teacher education; and (5) evaluation. Listed in alphabetical order by author's name, the summaries include a brief statement of the problem or purpose of the study, a description of the procedure followed, a statement about the results and conclusions, and an order number. The volume contains complete ordering information for copies of dissertations from Xerox University Microfilms and an alphabetical index. (SB)

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Volume 3

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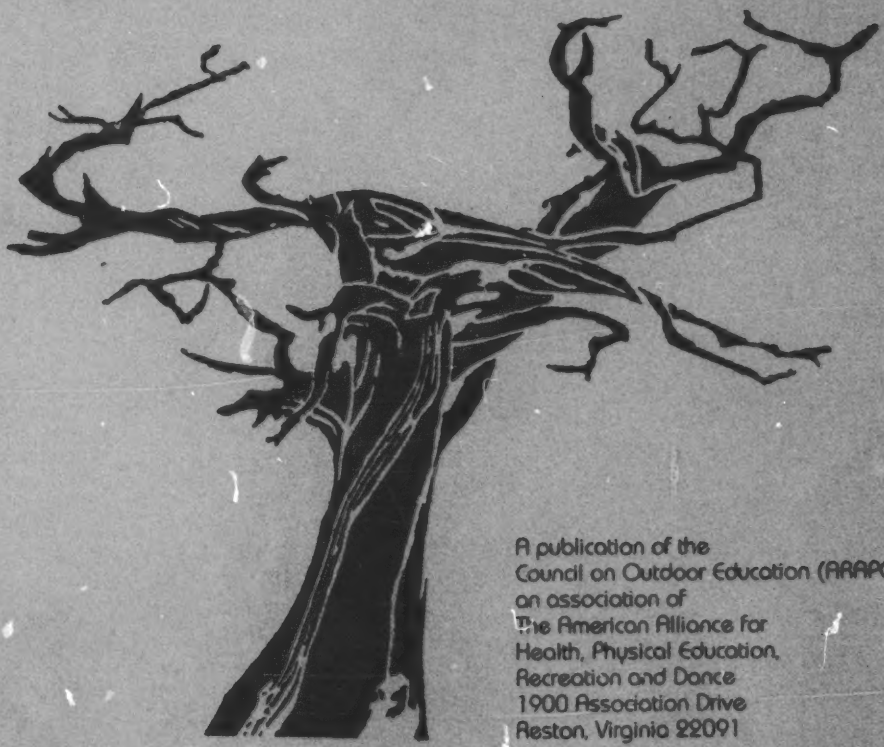

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RESEARCH IN OUTDOOR EDUCATION: SUMMARIES OF DOCTORAL STUDIES

Volume III

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A PUBLICATION OF:

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FOREWORD

The first Research in Outdoor Education: Summaries of Doctoral Studies containing the summaries of 117 doctoral studies was published by AAHPER in 1973. The second, in January, 1978, containing summaries of some 121 additional dissertations took up where the first left off. This third set, also published by the Council on Outdoor Education of AAHPERD, contains 115 additional summaries, nearly all of which were reported after 1978.

The compilers used a broadened perspective in the selection of dissertations to include in this and the preceding volume. Studies in environmental, conservation and outdocr education were examined. Those containing reference to the field trip or outdoor experience were included. The criterion definition applied was, "Ths use of materials and resources found outside the classroom to meet educational objectives."

For the most part, the studies fall into the five general categories: (1) program development, (2) organization and administration, (3) historical analysis, (4) teacher education, and (5) evaluation. They are in alphabetical order by author name.

Each summary consists of a brief statement of the problem or purpose, the procedure followed, and a statement about the results and conclusions. The University Microfilms order number that is provided for each study should be helpful to investigators wishing to obtain the complete studies.

Some of these summaries were prepared by students in Outdoor Teacher Education at Northern Illinois University who had read and examined the dissertaion. Faculty members checked and edited the summaries. Charles A. Lewis, Department of Health, Physical Education and Recreation, University of North Carolina, Greensboro, contributed to the effort.

These summaries should serve to stimulate further research; they should also assist researchers to improve the quality of work they do.

Copies of the studies can be purchased from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

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THE INTERRELATIONSHIPS AMONG THE COGNITIVE, AFFECTIVE, AND BEHAVIORAL DOMAINS IN AN OUTDOOR ENVIRONMENTAL EDUCATIONAL PROGRAM

University Microfilms
Order Number: 7822777

David Michael Andrews
University of Maine
1978

Purpose

Andrews wanted to learn of the relationship between cognitive, affective and behavioral change during a six-week series of outdoor activities. He also wanted to deal with the relationships between changes in attitude and behavior in outdoor environmental education. He also wished to develop further means of measuring behavioral skill changes.

Procedure

Fifty-eight sixth grade students working under the direction of one teacher participated in a variety of O.B.I.S. activities for six weeks. Students were given various tests, including the Semantic Differential Environmental Attitude Test (SDEAT), before and after the activities. Photographs were taken of each participant's behavior at minute intervals three times per week. The photographs were scored by a panel of judges as to the degree of participant involvement.

An attitudinal instrument designed by Falk was administered at the end of the study. Data were analyzed using SPSS.

Results and Conclusions

1. No significant relationship was found between ecological concept and involvement in outdoor activities.
2. Students with high involvement showed a more positive attitude toward the environment than students less involved.
3. Students with greater knowledge of environmental concepts showed a more positive attitude than students with less knowledge of specific concepts.
4. Students with higher academic aptitude showed more positive attitudes toward the environment than students with lower aptitude.
5. There was no significant relationship between socio-economic level of students and degree of involvement in the activities.
6. There was no significant relationship between gender and involvement.
7. There was a significant change in attitude as a result of the activities.

Janis Ogden

EFFECT OF A VALUES-ORIENTED ENVIRONMENTAL EDUCATION UNIT ON THE ATTITUDES OF PRESERVICE TEACHERS AND ON THEIR STUDENTS

University Microfilms
Order Number: 7923845

Dorothy Maud Andrews
Boston University
1979

Purpose

This study was designed to determine if preservice elementary teachers changed their attitudes towards environmental issues as a result of instruction in a values-oriented environmental education unit. Another reason was to then learn if the children, taught by these instructed pre-service teachers, changed in their attitudes towards environmental concepts.

Procedure

The design used is a Lindquist Type I Design in conjunction with a pretest-posttest control group. The 48 pre-service teachers initially involved were enrolled in course CH 301 at Boston University School of Education. The control received the regular curriculum for CH 301 while the experimental group received instruction in a values-oriented environmental education unit. Environmental Assessment Instrument I was administered as a pretest to both groups and as a posttest at the conclusion of the instruction. Environmental Assessment Instrument I includes: 19 questions related to personal data, a semantic differential of 16 environmental concepts, and a 45 item cognitive test.

The students of nine preservice teachers participated in the follow-up. The students were given the Environmental Assessment Instrument II as a pretest before instruction of a mini-environmental unit, and then as a posttest after instruction. The test measures attitudinal changes towards environmental concepts in students in grades 2 - 6.

Results and Conclusions

The attitudes of pre-service elementary teachers toward environmental concepts changed significantly as a result of the instruction. Data from the semantic differential and data from the cognitive test showed significant differences of $p=.05$ in attitude and $p=.0001$ in knowledge of ecological concepts.

Pre-service elementary teachers who have been instructed in a values-oriented environmental ed. unit can bring forth positive attitudes toward the environment in their students. The data results are significant beyond the .01 level. This study suggests the need for similar values-oriented environmental education instruction for pre-service teachers and appropriate inclusion of value-oriented environmental ed. units in elementary schools.

Anna M. Richards

CRITERIA FOR DEVELOPING A MODEL OUTDOOR EDUCATION RESOURCE CENTER

University Microfilms
Order Number: 7810021

Marjorie Musolf Baclawski
Michigan State University
1977

Purpose

The purpose of the study was to determine the type of resources, related services, and professional staff necessary for a model Outdoor Education Resource Center. Baclawski also wished to:

1. Establish criteria that would be of assistance in:
   a. determining the resource materials and equipment needed by outdoor educators for outdoor programs in various settings
   b. providing information on staff positions, services, and the potential role of an Outdoor Education Resource Center
   c. offering guidelines for the selection of Outdoor Education resource materials
2. Utilize these criteria to develop a model for an Outdoor Education Resource Center

Procedure

The study employed a descriptive mode of research based on:

1. An intensive examination of literature which reflects the past, present, and future trends in Outdoor Education programs
2. A written survey given to selected outdoor educators
3. Face-to-face interviews with Outdoor Education specialists, resource center administrators, and curriculum developers

Results and Conclusions

The research indicated that there are no centralized collections of resources designed specifically for outdoor educators. Existing centers are designed for the general public and are generally inadequate for the professional requirements of such a specialized group of users. College courses and services are nonexistent in outlying areas.

As a result of the findings of this study, the researcher concluded that the major focus of an Outdoor Education Resource Center should be on its resources, services and professional staff. Its major user group would be outdoor educators. This focus would be best achieved through a center with six major components - library, audio-visual equipment and technology, crafts section, adventure program section, environmental education section, and human resources.

Janice M. Pilarczyk

A COMPARATIVE STUDY OF FACTORS AND PRACTICES IN SELECTED RESIDENTIAL SCHOOL CAMPING PROGRAMS IN MICHIGAN

University Microfilms
Order Number: 8202391

Ronald Zmuda Bacon
Michigan State University
1981

Purpose

Bacon observed an apparent decline in resident school camping in Michigan and wanted to know the reasons for the decline in recent years. He wanted to examine the various programs and to identify reasons for some programs continuing to operate and others being terminated.

Procedure

Twenty-nine school districts that used the Michigan Department of Natural Resources Outdoor Education Centers continuously from 1974 through 1979 were the focus of the study. They were compared to 25 school districts who used the facilities only in 1974-75 and/or in 1975-76 and then dropped out. Fourteen of the 25 continued their programs elsewhere and eleven terminated their programs entirely.

A questionnaire was sent to the 54 school districts the summer of 1980. It covered the areas (a) administrative support, (b) teachers, (c) community involvement, (d) student involvement, (e) curriculum, (f) finances, and (g) evaluation. A survey of the literature had revealed that these seven areas were important to the development of such programs.

Responses were examined, grouped, and Chi-square was used to learn if relationships exist between the areas and continuation of the program.

Results and Conclusions

No support was found for the view that relationships existed between a school's decision to camp or not to camp and the seven factors. The area of "finances" approached significance, however.

The study indicates that (a) administrator support, particularly at the building principal level, is the key to the continuation of the program, (b) parents, the Board of Education, and the community need to be supportive if the program is to continue, (c) evaluation, while considered important, does not seem to occur, (d) nearly 80% of the costs are borne by the child and parent, (e) previous camping experience by teachers and students is not related to continuation.

Bacon set forth recommendations for additional studies related to this topic and the reasons some programs continue and others do not.

THE CONSTRUCTION AND VALIDATION OF THE BADGER OUTDOOR ADVENTURE EDUCATION SITUATION REACTION MODEL

University Microfilms
Order Number: 80-05235

Timothy John Badger
Boston University
1979

Purpose

Badger wanted to construct and validate an instrument based on program components that would ascertain the effects of an Outdoor Adventure Education program on adolescent participants.

Procedure

Through a series of interviews Badger asked each member of a jury of experts to list and rate the components of an Outdoor Adventure Education program. Only those factors listed as essential by all of the jury were included in the instrument. Any components that were overlapping or unclear were rejected.

Several situations representing each component were drawn by an artist. Each drawing was ranked by the jurors and the top five rankings for each component were selected for the measure. The instrument, which uses a forced choice sorting technique, was administered to four groups prior to and following completion of an Outdoor Adventure Education experience.

Results and Conclusions

Statistical analysis resulted in rejection of 24 items and 3 components. The final measure consisted of ten components with a sum of forty-one items.

Results revealed that the model is a reliable measure capable of predicting how participants might react to adventure program situations and of determining the degree and direction of the effects of an Outdoor Adventure Education program.

Susan Elizabeth Flory

SOCIAL FOUNDATIONS INFLUENCING THE DEVELOPMENT OF AN OUTDOOR EDUCATOR MODEL FOR USE WITH SELECTED PRE- AND IN-SERVICE TEACHERS: A CASE STUDY

University Microfilms
Order Number: 79-04773

Doris M. Bartsch
University of Cincinnati
1974

Purpose

The purpose of the study was to point out the need for change in the role definition of teachers through the recognition that societal and institutional deficiencies and disparities have ovated conditions in which students are programmed for failure. It also attempted to develop an outdoor education model using theories drawn from social foundations and to test the feasibility of using it in place of the traditional model.

Procedure

The author reviewed related literature and produced an outdoor education model for the Wyoming City School District near Cincinnati that would meet the needs of that district. A three-day feasibility field test was then made using the model on 140 sixth grade students, 24 high school students, 13 teachers and 35 adult community volunteers. The final phase of the study included a field test using 25 undergraduate pre-service teachers who worked with 45 fifth-grade and sixth-grade students. Later, an adaptation of the model was used with an interdisciplinary ecology unit.

Results and Conclusions

Much positive feedback was received from both pre-service and in-service teachers. It was found that outdoor education skills and techniques are valuable tools for teachers to possess. The author recommended that the outdoor education model developed in this study be used as part of pre-teacher preparation and be used in initiating outdoor education program development with in-service teachers.

Ronald H. Elwardt

THE STATUS OF SUMMER-TIME ORGANIZED RESIDENT CAMPING FOR THE HANDICAPPED

University Microfilm
Order Number: 74-12923

Barbara Josephine Bates
University of Oregon
1973

Purpose

The purpose of this study was to assess nationally the status of summer-time organized resident camping programs for the handicapped with regard to the basic elements of camping services and to study the similarities and differences between specialized and non-specialized camps.

Procedure

Organized camping programs within the United States selected for use were limited to those identified by either the American Camping Association or by the National Easter Seal Society. Only those resident programs which operated during the summer months, June through September, 1971, were studied. The programs selected were limited to a twenty-five per cent sample of private-independent, youth agency, and church camps and a one hundred percent sample of specialized camps. Responses were sought from on-site camp directors or chief camping administrators using two questionnaires.

Results and Conclusions

Bates' findings pertain to the status of these fundamental elements of camping services: (1) camp settings, (2) camper populations, (3) camp populations, (4) camp personnel, (5) camp staff training, (6) handicapped campers, and (7) the opinions and attitudes of directors in terms of increased service to the handicapped.

These general conclusions were drawn: (1) in the comparison of non-specialized versus specialized camps, none of the types of camps compared similiarly to each other consistantly enough to establish any kind of similiar profile between them; (2) handicapped campers are being served by more than half of the non-specialized camps; (3) although camps generally serve handicapped and express a willingness to serve even greater numbers, there is evidence that many do not encourage the handicapped to attend their camp; (4) non-specialized camps agree that except for severe handicaps, those campers could be integrated with normal campers and participate in a wide variety of modified activities; and (5) they agree that counselors are most in need of special training if more handicapped campers are to be served.

David R. Pence

CHANGES IN STUDENT-TEACHER PERCEPTIONS FOLLOWING A RESIDENTIAL OUTDOOR PROGRAM

University Microfilms
Order Number:

John David Bateson
The University of British Columbia
1981

Purpose

Among the reasons often set forth for the resident outdoor education experience is improved relationships between teachers and students. Bateson wanted to know if students perceptions of their teachers change as a result of a resident outdoor education experience. He also wanted to know if teacher's perceptions of (a) individual students and (b) the relationships within their class changed following a resident outdoor experience.

Procedure

A pre-test, post-test experimental/control group design was used in which a resident outdoor education experience was the treatment. This experience was judged to have met the criteria as one appropriate for effecting positive student-teacher relationships.

The Teacher Pupil Relationships Inventory was used as the pre- and post-test for the students. It was aimed at learning if the students changed their perceptions of their teachers following the treatment. A control group of students was pre- and post-tested but did not receive this treatment.

Teachers who participated were examined using Bales Interaction Process Analysis and supplied information concerning their perceptions of individual students and the group interaction within their classes.

Results and Conclusions

Bateson reported that students did change their perceptions of their teachers in a positive direction when compared to the control group students.

Teachers changed their perceptions on some individual student personalities following the treatment. Teachers also perceived the interpersonal relationships within the classes to be more unified than they were prior to the residential experiences. Individuals and groups, previously isolated, appeared to be drawn into the main networks.

THE EFFECT OF THE RESIDENT OUTDOOR EXPERIENCE ON ATTITUDINAL CHANGE TOWARD ENVIRONMENTAL ISSUES

University Microfilms
Order Number: 77-30797

Lenore Marie Becker
University of Northern Colorado
1977

Purpose

The purpose of Becker's study was to discover whether there is a significant change in attitudes of sixth graders toward environmental issues after participation in a resident outdoor school program in addition to a regular classroom experience. This was in comparison with a group of sixth graders who had a classroom experience only.

Procedure

Three hundred and sixty sixth-grade students from Santa Cruz County, California, took part in the study. One hundred and eighty of the children were randomly selected from those schools participating in a resident outdoor school experience, and 180 randomly selected from students not participating in such an experience. Both of the groups were pre- and post-tested using a semantic differential as the instrument. The five concepts considered were environment, interdependence, natural resources, pollution and human impact. The control group received the usual classroom instruction while the experimental group took part in a five-day residential outdoor school experience in addition to the regular classroom experience.

Results and Conclusions

Becker found that the students who attended the resident outdoor school exhibited a change of attitude in a positive direction on the concepts of conservation and human impact on the environment which can be attributed to the resident outdoor experience. She did not find a statistical attitudinal improvement in the other three concepts tested: environment, interdependence and pollution. Greater attitude change took place among the boys than the girls.

Deborah A. Willis

THE EFFECT OF AN OUTDOOR EXPERIENTIAL ADVENTURE PROGRAM ON THE DEVELOPMENT OF DYNAMIC BALANCE AND SPATIAL VEERING FOR THE VISUALLY IMPAIRED ADOLESCENT

University Microfilms
Order Number: 7910285

Bonnie Carol Black
University of Northern Colorado
1978

Purpose

Black wished to know if participation in an outdoor experiential adventure program would affect the dynamic balance and spacial veering abilities (ability to walk a straight line) of the congenitally visually impaired adolescent.

It was hypothesized that balance and veering abilities in adolescents would be improved following a 50-hour residential program of outdoor experiential adventure activities as compared to a program of traditional physical education activities.

Procedure

A comparison or control group participated in a fifty-hour program of traditional physical education activities in a residential setting, while an experiential group participated in a fifty-hour program of outdoor experiential activities. The two groups of fifteen visually impaired students ranged from 158 to 211 months of age. A modified, non-equivalent control group, quasi-experimental design was used. Pretests and post-tests were used to investigate dynamic-balance ability and the spacial veering tendency. Product-moment correlations and *t* tests were computed.

Results and Conclusions

The dynamic balance and spatial veering were significantly improved in the experiential group subjects in the twelve day residential program. No significant improvement occurred within the thirty day period between the pretesting and post-testing performance of the comparison group. The null hypotheses of no difference between the experimental and control groups on the post-tests were rejected.

Jane Y. Klep

THE USE OF RECREATIONAL ACTIVITIES TO TEACH ENVIRONMENTAL CONCEPTS TO FAMILY CAMPERS

University Microfilms
Order Number: 7928192

Ronald L. Bost
Oklahoma State University
1979

Purpose

The author's purpose was to determine if the use of recreational activities offered on a volunteer basis to family campers could be used to teach environmental concepts and to determine if there were any differences in camper's environmental attitudes when comparing age, occupation, type of camping and camping experience.

Procedure

A five-item multiple choice test with four possible answers per item was given to the control group as a pre-test only, and to the experimental group as a post-test only. The population was randomly selected from campers who participated in the programs offered at the Cedar Lake Campground in Southeastern Oklahoma on the weekends of May 26 to July 4, 1976. During each activity every fifth person was asked to be a participant in either a control or experimental group. Anyone that had attended a program before was excluded.

An affective questionnaire that consisted of nine pairs of statements- one affective, the other cognitive, and relating to the same environmental concept - was also used. These subjects were also randomly selected, but just from the control week-ends, by asking every fifth person above the age of sixteen, starting with the second person. This was so there would not be any interference between the test and questionnaire.

Results and Conclusions

This study was to determine if the use of recreational activities offered on a volunteer basis to family campers could be used to teach environmental concepts and to determine if there were any differences in environmental attitudes when comparing age, occupation, type of camping and camping experience. After examining all the data it was found that recreational activities could be used to teach environmental concepts to family campers on a volunteer basis. The environmental attitudes did not show a significant increase based upon age, occupation, type of camping and camping experience. Persons of different ages and jobs, using different forms of camping, and having different levels of camping experience have approximately the same attitudes.

Lisa Sue Bernberg

THE EFFECT OF A NINETY-FIVE DAY WILDERNESS CAMPING PROGRAM UPON PERSONALITY

University Microfilms
Order Number: DA8208104

Herbert Grant Bridgewater
Oklahoma State University
1981

Purpose

What is the effect of a long-term camping experience upon personality? Does such an experience in the wilderness affect work orientation and interpersonal orientation? Hypotheses for this study went along these lines: There is no difference between the wilderness camping group and the norm group in risk-taking and other personality characteristics.

Procedure

The 37 students, age 18 to 31, in a National Outdoor Leadership School Wilderness course were the subjects of this study. There were 16 males and 21 females in the group. They took part in a 95-day wilderness camping program.

The students were pre- and post-tested using Jackson's Personality Research Form and Rotter's Internal-External Locus of Control Scale.

Results and Conclusions

No difference was found between the experimental or wilderness camping group and the norm-group in risk-taking and other personality qualities. No difference was found in the personality characteristics as related to age and educational level.

In the pre- to post-test analysis, differences were found indicating (a) subjects moved toward the personality characteristic of order in the area of control, and (b) subjects moved toward endurance and play in the area of work orientation.

Differences were found according to gender in several areas, men moving away from dependence, exhibition, nurturance and social recognition in the area of interpersonal orientation; and women moving toward order in the area of control and toward play in the area of work orientation.

SELECTION CRITERIA USED IN THE DEVELOPMENT OF RESIDENT OUTDOOR EDUCATION CURRICULA FOR MIDDLE-GRADE STUDENTS

Dissertation Abstracts
Order Number: 7802766

Herbert Walter Broda
Kent State University
1977

Purpose

The major purpose of the study was to determine the nature of the selection criteria used by teachers for the development of resident outdoor education curricula. Selection criteria could be derived from the major foundations of curriculum (society, learner, organized knowledge). This study placed major emphasis upon the learner dimension. Broda also wanted to know the extent to which the needs of middle-grade students are used in the selection.

Procedure

The major source of data for this dissertation came from an open question survey instrument. The survey instrument consisted of three questions, with space for written response. The questions were:

A. Please list in order of importance the five major learning outcomes for students that you hope will result from the camp experience.

B. For each of the five outcomes in "A" please list the main reasons why you selected the outcome.

C. Please list a learning experience that will be used to accomplish each of the outcomes that you have in mind.

A field test was also conducted to determine the usefulness and clarity of the cover letter, questionnaire, and general information sheet. In addition, a jury of experts in ROE ranked a list of 16 needs of middle school students and comparisons made between these needs and those identified by the teachers.

Results and Conclusions

The hypothesis that selection criteria used by teachers to develop resident outdoor education curricula are based more upon the learner than upon society or organized knowledge was not verified. The hypothesis that learner-centered selection criteria used by teachers are similar to those needs of middle school students that resident outdoor education experts feel can be best met at camp was verified. It was hoped by the researcher that the ranking determined by the survey instrument will serve as a help to resident outdoor education curriculum planners as they try to build learning experiences around a meaningful framework. Broda concluded that more staff development is needed stressing the learner dimension in curriculum development.

Janice M. Pilarczyk

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A COMPARATIVE STUDY OF TWO TRAINING PROGRAMS IN FLORIDA FOR DELINQUENT YOUTHS: ECKARD WILDERNESS CAMPING AND STATE TRAINING SCHOOLS

University Microfilms
Order Number: 8016295

James D. Carter
The Florida State University
1980

Purpose

The major purpose was to compare the effects of the Eckard Wilderness Camping Program and the Florida Training Schools on delinquent youth using post-program school adjustment and court contact frequency figures. A secondary purpose was to gather data for the decision-making process in future programming.

Procedure

Two groups of sixty court-adjudicated subjects were chosen. The participatory group was chosen from one Eckard camp and the comparison group from two of the training schools. Personal descriptive information was gathered for each subject. The information included legal convictions records, detention facility commitments, family information, offenses committed six, twelve and eighteen months after release, severity of offenses committed, length of school enrollment, and achievement level in school. Pre- and post-treatment comparisons were made.

Results and Conclusions

(1) After six months the participatory group showed significantly higher school adjustment and significantly fewer court contacts. There were no significant differences in the severity of the contacts.

(2) The participatory group continued to show significantly higher school adjustment and school attendance figures after 12 and 18 months.

(3) There were no significant differences found at the 12-and 18-month levels in court contacts and severity of offense between the two groups.

It was concluded that, over the short-run, those who attended the Eckard Camps showed significantly greater positive changes. This change was reduced over time, however.

THE OUTDOOR RECREATION EDUCATION PROGRAMS IN THE SIX STATE UNIVERSITIES OF KENTUCKY

University Microfilms
Order Number: 77-30,010

John Mark Carter
Indiana University
1977

Purpose

The purpose of the Carter study is to gain insight into the interrelationships between the outdoor recreation education programs located in six state universities of Kentucky and Kentucky's statewide environmental education plan.

Procedure

Carter identified six state universities in Kentucky offering recreation education programs. He asked each department head to represent his respective university in the study or to ask another senior faculty member to do so. Carter designed his questionnaire based on two documents: Standards and Evaluative Criteria for Recreation, Leisure Services and Resources Curricula Baccalaureate and Masters Programs and Approved Guidelines for Kentucky's Environmental Education Plan. The questionnaire was refined and sent to a national panel of experts in the field of recreation education for validation. Thirteen of twenty experts responded positively to the instrument. He then personally administered the instrument to the six representatives. Finally the answers were compared and statistics computed using the Friedman Two Way Analysis of Variance for Non-Parametric Statistical Test.

Results and Conclusions

The study fulfills three basic needs of the six state universities in Kentucky: (a) it evaluates each university's progress toward implementation of the Kentucky Environmental Education Plan, (b) it exposes the universities to the National Recreation and Parks Association Council on Accreditation Standards and compares them to these standards and (c) helps to reduce isolation of the different recreation education departments.

Robin L. White

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ANALYSIS OF THE EFFECTS OF PUBLIC AND EDUCATIONAL SCHOOL FIELD TRIPS ON A MARINE ENVIRONMENT, DUXBURY REEF

University Microfilms
Order Number: 71-755

Gordon Luke Chan
University of California
Berkeley, 1970

Purpose

Most studies of this sort deal with the effect of a particular treatment on school children. This study reverses that and deals with the impact of students upon a specific study area - a marine environment. It deals with the effects of examining, collecting, manipulating, and the other activities of outdoor educators. Chan was concerned that extensive damage was taking place and believed that it should be studied and means developed to reduce it. He wanted to know if the collecting of marine organisms from an intertidal reef constitutes the chief reason for declining marine life populations and if a conservation education program at the site would help.

Procedure

Chan decided to compare reef areas visited by school groups and the public with those rarely visited. He selected appropriate areas and a time period in early summer. He compiled information on the frequency and type of visitation, the forms of visitors, and the amount of collecting. Investigators followed and carefully observed reef visitors and counted or estimated their collections.

Base counts of the marine life were made on each of the reefs using transects before and after the treatment periods. During one period, no conservation education was provided. In a subsequent period conservation education was given all reef visitors using signs, photos, questionnaires and occasional lectures. Chan also asked for data from the teachers pertaining to their amount of collecting in recent years.

Results and Conclusions

Chan reported striking differences in the number of many organisms in the heavily travelled and rarely used areas - differences he attributed to collecting and study use. He reported a significant improvement in the post-test behavior of students and teachers following conservation instruction. The conservation instruction definitely reduced the collecting being done. Chan stated that one of the study goals was to awaken teachers to the implications of their actions, but observed that two professors of large universities arrived during the study periods with students and removed large numbers of organisms. Chan recommended various steps to reduce the erosion in organism numbers.

ENRICHING ELEMENTARY SOCIAL STUDIES CURRICULUM USING COMMUNITY RESOURCES AS AN EDUCATIONAL LABORATORY

University Microfilms
Order Number:

Charles Myron Chase
University of Northern Colorado
1980

Purpose

This study addresses the use of community resources from the trade and business sector of the community in elementary social studies. Chase wanted to know to what extent potential community resources were available and to what aspects of social studies they could apply. His purpose was to develop a guide for teachers of elementary social studies to assist them in the selection of community resources.

Procedure

Potential community resources were identified and asked if they would participate in the study. Those wishing to participate were asked to complete a questionnaire in which they indicated what aspects of social studies they could contribute and if they would provide or permit:

1. A class field trip to their place of business
2. A resource person (speaker) to the classroom
3. Resource materials for the classroom

Results and Conclusions

1. Representatives within the trade and business sector of the community are amenable to providing /contributing input to the elementary social studies curriculum.
2. Those willing to provide input are willing to do so in at least three methods, rank ordered as follows:
   a. providing a resource person for the classroom
   b. permit a class field trip to the place of business
   c. provide resource materials for the classroom
3. The input available applies to a very large part of the topics commonly found in an elementary social studies curriculum.
4. A very large majority of the community resources (involved in this study) wish to be publicly identified for use by the school system.

THE EFFECT OF A THREE WEEK ADVENTURE-ORIENTED PROGRAM AND A FIVE WEEK LEADERSHIP-EXPERIENCE PROGRAM UPON THE SELF-CONCEPTS OF COUNSELORS-IN-TRAINING

University Microfilms
Order Number: 8023195

Jacob Thomas Chesnutt III
University of Georgia
1980

Purpose

Chestnutt's purpose was to determine the effects of a "counselor-in-training program" which consisted of an adventure-oriented phase and a leadership-experience phase upon the self-concepts of the participants. He wanted to know how it compared to the effects of a traditional counselor training program and to no training other than normal camp activities of a senior camper.

Procedure

Seventy-two male subjects (ages 14 to 17) were placed in three groups: (1) the experimental group which participated in a proposed counselor-in-training program; (2) a control group which participated in a more traditional counselor-in-training program; and (3) a second control group consisting of senior campers receiving no training experience.

Three instruments were used:

1. The Piers-Harris Children's Self Concept Scale was administered to all subjects the first day and at three later times,
2. A general information questionnaire was used to obtain demographic information,
3. "An evaluation of performance rating form" was completed by administrative staff members on the experimental group subjects pertaining to leadership performance during that aspect of the counselor-in-training program.

Results and Conclusions

Among the conclusions: (1) there were no immediate or enduring effects on the self-concepts scores from either phase of the experimental program, (2) there may be possible overestimating of the ability of adventure-oriented programs to affect the self-concept of participants, (3) leadership experience training does not appear to have an effect upon self-concept, (4) self-concept appears to require much time and experience to change and (5) self-concept appears to be independent of grade level, socio-economic status, school activities and camp experience.

David R. Pence

THE RELATIONSHIP BETWEEN ENVIRONMENTAL KNOWLEDGE, ENVIRONMENTAL ATTITUDES, AND LOCUS-OF-CONTROL IN SELECTED YOUTH CONSERVATION CAMP ENROLLEES

University Microfilms
Order Number: 77-21,757

Juanita Carson Chitwood
Temple University
1977

Purpose

The purpose of this study was to determine the relationship between environmental knowledge, environmental attitudes and locus-of-control in Youth Conservation Camp (YCC) enrollees in four non-residential camps. This would provide direction for YCC in writing objectives and in evaluation.

Procedure

Chitwood very carefully outlined her specific use of key words and phrases used throughout her study. She then began the process of pre-testing fifty-eight Youth Conservation Camp enrollees at four non-residential YCC camps in the states of Delaware, Maryland, New Jersey, and Pennsylvania. All of the enrollees were tested in the first week of an eight-week camp session in the areas of locus-of-control, environmental knowledge, and environmental attitudes. Three testing instruments were utilized, Environmental Knowledge and Opinion Survey (EKOS), the Rotter Internal-External Scale (I-E) to determine locus-of-control and a Q Sort for Environmental Values developed by the investigator. Subjects then took post-tests in the last week of their camp.

Results and Conclusions

Statistical tests performed on the data show that there was a significant change in environmental knowledge and in environmental attitudes. However, there did not appear to be a significant change in the locus-of-control scores. Differences in test scores were found according to gender and camp.

David Allen Wager

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OFF-SEASON RESIDENT CAMP UTILIZATION IN THE CONTIGUOUS UNITED STATES

University Microfilms
Order Number: 8101817

Karl Warren Cloninger
University of Oregon
1980

Purpose

The intent of this study was to describe the extent to which camp facilities and programs are utilized during off-seasons and reasons for non-use. The study pertains to users, winterization of facilities, clientele, economic benefits and the like. Cloninger set out to gather demographic data and to assess what was transpiring. He wanted to know if an earlier trend toward greater off-season use of camps was increasing or diminishing.

Procedure

Cloninger developed a questionnaire containing sections to obtain information of (1) a demographic nature, summer and off-season operation, (2) reasons why camps were not used during off-seasons, and (3) attitudes of staff about off-season use. The questionnaire was sent to a sample of 20% of the camps listed in the 1980 ACA Parents' Guide to Organized Camping. Usable responses were received from 183 individuals. Statistical descriptions were generated in the form of frequencies and percentages. Chi-square and analysis of variance were applied as appropriate.

Results and Conclusions

Cloninger provides many tables of descriptive data. He reported that there appears to be some lack of motivation on the part of camp operators in some sectors to have off-season use. Financial limitations were given as a reason for not using facilities off-season and that limited winterization of the facilities was a significant barrier. He found a great diversity in off-season users and there is need for additional marketing of camps. He also concluded that there is a great potential for the creation of new jobs through off-season use, and there is great need for camping professionals to closely examine the prospect and use fundamental business practices to improve sales and increase exposure.

A COMMUNITY ACTION IN CONSERVATION EDUCATION FOR PRESCHOOL ELEMENTARY SCHOOL TEACHERS

University Microfilms
Order Number: 71-31,179

Mary Anne Cooper
Michigan State University
1971

Purpose

The purpose of this study was: Design a course of conservation education for preservice elementary school teachers based on: (1) a critical re-examination of conservation goals, (2) analysis of means to reach them, (3) developing a means of objective evaluation, and (4) defining procedures, materials, and methods required for the course.

Procedure

Goals were examined which indicated the greatest need was in finding a methodology responsive to: (1) individuals needs for becoming effective, (2) immediate, as well as generalized, environmental information, and (3) the future job requirements for teaching children conservation concepts and principles leading to effective citizen action in environmental problem-solving. Current methods and procedures were analyzed using these goals as guidelines and criteria.

A course design was developed and pilot study conducted the Spring Quarter, 1969, at Michigan State University. The methodology utilized an actual community and two schools as common experiential references for course content and method. The objectives were to (1) produce a conservation education program relevant to the needs, background, and interests of the individual student; (2) teach broad-based fundamental concepts of conservation in their environmental context; (3) present conservation education as a process as well as a body of interdisciplinary information; and, (4) produce a professional skill for applying conservation concepts in a job situation. Evaluation was made by student questionnaire, in-service teacher questionnaire, written statements of two principals, and final interviews with students.

Results and Conclusions

The final evaluations were favorable to the program. The students concluded the course methodology: (1) provided experiences relevant to student needs, interests, and backgrounds; (2) presented conservation concepts in meaningful context with experiences in an actual community environment; and (3) produced an awareness for the professional skills and continuous learning skills necessary for applying conservation in a job situation. The in-service teachers questionnaire showed a definite agreement as to total course values. Evaluations from the two principals of the schools concerned, were favorable. They expressed a willingness for continued cooperation in this program. Suggestions for future development and research were made based on these findings.

Donna Jolly

THE ROLE OF STUDENTS IN ENVIRONMENTAL POLLUTION RESEARCH

University Microfilms
Order Number: 81-17921

Liz Aurora Corsino-Frost
University of Virginia
1981

Purpose

This research is aimed at learning what students in Phillippine schools can do relative to environmental pollution research and the extent to which students can participate in using the various aspects of the scientific method. Students at three levels were involved (a) elementary, (b) high school, and (c) college. Corsino-Frost also wanted to know how well the teachers could judge the abilities of their students.

Procedure

Data concerning what teachers thought their students could do was obtained through an opinionnaire sent to a randomly selected group of teachers. This opinionnaire was developed from readings done on what students have done in pollution research and an analysis was made to learn of differences between what teachers thought students could do and what students had done.

In addition, actual experimentation was done by students to study their performance on the procedures of the scientific method. Chi-square was used in the analysis.

Results and Conclusions

It was found that there is a difference between what students are able to do and what teachers think they are able to do as concerns environmental pollution research. Elementary teachers tended to over-estimate their students' ability. High school teachers appeared to be the best judges of their students' ability. Some sex differences were also noted as concerns planning studies, hypothesis formation and data interpretation.

It was concluded that given the opportunity, students can do environmental pollution research but that the methods of measuring the pollution must be adapted to the age level.

A DELPHI CONSENSUS ON A SET OF PRINCIPLES FOR THE DEVELOPMENT OF A CERTIFICATION SYSTEM FOR EDUCATORS IN OUTDOOR ADVENTURE PROGRAMS

University Microfilms
Order Number : 77 30810

Claude Cousineau
University of Northern Colorado
1977

Purpose

The purpose of this study was to identify principles that could be used to develop a model certification system for educators involved in outdoor adventure programs in Ontario. The study was intended to help outdoor educators in Ontario to rationally reach a consensus on a very controversial topic, and to test the "Delphi technique" as a tool for arriving at a greater degree of consensus.

Procedure

The author formulated forty-seven principles for certification based on a review of the literature. These principles were used on a three-round Delphi-type questionnaire in which the respondents were asked on the first round to respond with their opinion of the relative importance of each principle. Subsequent rounds included "controlled feedback" on the previous round and the respondents were asked to again react to the principles and the new information. Ninety-seven respondents selected from the membership of the Council of Outdoor Educators in Ontario (C.O.E.O.) were involved. A group of sixteen "experts," not members of COEO, were also included.

Results and Conclusions

(1) An opinion poll of all COEO members revealed that three-fourths were in favor of certification.

(2) Of the forty-seven principles tested, thirty-six were retained as important, and four rated as less important.

(3) There was a convergence toward greater consensus after feedback information was presented. The investigator's conclusions include that the respondents wanted a certification system that would improve the quality and safety of outdoor education experiences, designed and administered by outdoor educators.

(4) Respondents valued a diversity of background and an ability to meet a minimum set of standards in each area of competency.

(5) There was a concensus on a number of logistical considerations in implementing a certification system.

Doug Winter

A CURRICULUM RESOURCE MODEL FOR JUNIOR HIGH CHURCH CAMPING BASED ON PAUL'S CONCEPTION OF THE CHURCH AS THE BODY OF CHRIST

University Microfilms
Order Number: 7815333

Lawrence D. Crist
School of Theology at Claremont
1978

Purpose

Crist's purpose was to develop a resource model for junior high camping in which the major theme was Paul's conception of the church as the body of Christ.

Procedure

Crist gives a philosophical report of how one becomes a Christian and the nature of conversion. He analyzes the role Paul portrays in the Bible and combines this material with the transitory nature of the junior high age. He also characterizes the junior high student as a searcher and explains that the adult role in relationship to junior high students is to facilitate their search.

Results and Conclusions

As a result of this report, a curriculum resource model was developed for camp counselors of junior high students, based on Paul's conception of the church as the body of Christ. The model is intended to provide information to help mature and develop the junior high student's vision of the church as the body of Christ.

Barbara Sandhagen

THE EFFECT OF AN OUTDOOR EDUCATION PROJECT ON THE CROSS-CULTURAL ATTITUDES OF BLACK, WHITE AND PUERTO RICAN FIFTH GRADERS

University Microfilms
Order Number: 80 14242

Anthony Carme D'Agustino
Rutgers University
1980

Purpose

The Outdoor Education Project of the Newark schools has served as a forerunner in that district to help achieve racial balance. This study was undertaken to learn if a carefully conceived outdoor education program with a human relations component mitigates racial misunderstanding and hostility. Hopefully, it would provide information useful in helping to improve intercultural programs and attitudes about such programs.

Procedure

Children from ten schools were used in the study. An experimental group/control group with pre- and post-test design was used. There were 50 Black, 50 White, and 50 Puerto Rican children in each group. The experimental group treatment was participation in a 30-day outdoor education program containing a well-planned human relations component. An outdoor education program lacking the human relations component was given to the control students. The Cultural Attitude Scales were used to assess the cross-cultural attitudes of students in both groups. The human relations component of the treatment consisted of a variety of small and large group sessions designed to provide students with insight into their place in the total environmental scheme. Experts in human relations worked directly with the experimental students in this phase of the treatment.

Results and Conclusions

The experimental students gained significantly over the control groups and the gain was attributed to the intervention of the human relations component. The gain, pre- to post-, was greater for each experimental subgroup than for the corresponding control subgroup. The results support the hypothesis that an integrated environment exposed the pupils not only to the cultural attitudes of other pupils, but also resulted in a change in their own cultural attitude toward other pupils. The Outdoor Education experience was found to be an ideal laboratory for practice in democratic group learning and human relations study.

SOCIAL INTERACTION OF PHYSICALLY HANDICAPPED CHILDREN IN INTEGRATED AND SEGREGATED SUMMER CAMPS

University Microfilms
Order Number: 73-15,436

Susan Schmidt Dibner
Brandeis University
1973

Purpose

Dibner was concerned with handicapped children, their social interactions and the tendency to place them in segregated situations. In doing so, certain advantages were thought to be attained - but with a possible loss of other values. Dibner wanted to study the social interaction of physically handicapped children in integrated summer camps and compare this to what took place in segregated summer camps. By closely observing students in a number of camps over several summers, and by living at those camps and interviewing students and staff, Dibner hoped to learn the effect of the various forms of placing handicapped children. The Easter Seal Society opened its files and camps to the researchers (Dibner and her husband).

Procedure

Data collection fell into the categories of (1) field observations including informal conversations, (2) participant observations, (3) formal/informal interviewing of campers and staff, (4) group discussions with camp personnel, and (5) review of camper records.

Interviews dealt with demographic information, friendship networks, attitudes toward camp and staff, feelings of competence, and self concept.

Results and Conclusions

Much of Dibner's text deals with descriptions of the facilities, the atmosphere of the camps, rules, and all the rest. Several case studies were reported.

She found that non-handicapped children gained little and learned little about the handicapped in the integrated setting. In fact, there was little interaction between the two. There seemed to be more acceptance in the segregated camps. Handicapped campers seemed more able to accept themselves as they were in the segregated camps. There seemed to be more stress on cooperation in the segregated camps and more on competition in the non-segregated.

A STUDY TO DETERMINE SELF-CONCEPT CHANGE THROUGH A PROGRAM OF WILDERNESS SKILL DEVELOPMENT

University Microfilms
Order Number:

Richard Duane Dickinson
University of Northern Colorado
1979

Purpose

The problem of this study was to determine if a course in wilderness skill development offered by the National Outdoor Leadership School (NOLS) effected a significant positive change in the self-concept of participants.

Procedure

Forty-two students enrolled in three selected NOLS courses during the summer of 1978 were administered the Tennessee Self Concept Scale (TSCS) on the first and last days of their 32-day wilderness expedition. A follow-up test was mailed five months following the courses. The findings were treated with a binomial test of significance at the .05 level.

Results and Conclusions

The total population experienced a positive change in self-concept during their NOLS courses, and this positive trend continued over the next five months. All subgroups except participants eighteen years of age and over experienced a positive change in self-concept, which was either maintained or increased over the next five months.

A STUDY OF THE RELATIONSHIP OF ENVIRONMENTAL EDUCATION TO ENVIRONMENTAL ATTITUDES AMONG COMMUNITY COLLEGE STUDENTS

University Microfilms
Order Number: 8006107

John Christopher Ducat
Michigan State University
1979

Purpose

Ducat wanted to know if community college students who receive a 2-3 week unit on current environmental concerns demonstrate higher levels of environmental information, positive environmental attitudes, and more environmentally positive behavior intentions than students not receiving the unit. He also wished to know if students who are exposed to more mass media differ from those exposed to less media and if students with more college credits earned to date differ from those with less credits in environmental awareness. Finally, Ducat wanted to know if students receiving specially designed one-hour presentations demonstrate more positive environmental attitudes and behaviors than controls not receiving the presentations.

Procedure

The first phase of the study involved nine introductory Sociology and Anthropology classes (240 students) in Winter Term, 1978 at Lansing Community College in Michigan. Four classes were taught a 2-3 week unit on current environmental issues. Five classes, taught by other instructors, did not receive the unit. All students were given a pre-test and post-test.

The last phase involved the four classes taught by the researcher in Spring Term, 1978. In two classes, experimentals viewed a one-hour presentation depicting Ducat modeling desirable environmental behaviors in his own lifestyle. In the other two classes, experimentals viewed a one-hour presentation which provided a variety of practical, environmentally positive, alternative behaviors. In both instances controls were post-tested prior to exposure to the special presentation.

Results and Conclusions

There were significant gains in environmental information, environmental attitudes, and behavior intentions in favor of the experimental group receiving the 2-3 week unit. No differences were found between high and low consumers of mass media or between students with high and low quantities of college credits earned to date. No significant differences in attitudes and behavior intentions were found concerning the special one-hour presentations.

Virginia Albertino

THE IDENTIFICATION OF COMPETENCIES NEEDED BY COUNSELORS TO WORK EFFECTIVELY IN CAMPS FOR THE HANDICAPPED

University Microfilms
Order Number: 78-5737

Elizabeth M. Hein Farley
University of Kentucky
1977

Purpose

Using the judgements of experts and directors of camps for the handicapped, Farley wished to find a profile of essential competencies for camp counselors serving the handicapped upon which a competency-based training program could be developed.

Procedure

The Delphi Technique was used as the research tool. Three questionnaires were developed for use with each Delphi panel. After all questionnaires were returned, a committee combined the competencies. The list was then further reviewed by a panel of judges to form the final competency list. Forty-six camp directors participated throughout the study

Results and Conclusions

The study found that camp directors identified competencies that were more task-oriented and specific to the situation than did the judges. Contrary to this, the experts identified more general competencies and were more complete in covering major areas. Both panels agreed the following competencies were most essential: (1) working as a member of a team, (2) learning proper safety precautions, (3) knowing special health and special care-related problems, and (4) learning all facets of camp operation.

The Delphi Technique was found to be an effective method for boosting joint decision-making among the experts and camp directors in order to identify competencies needed by camp counselors working with the handicapped.

Karen Lynn Heinsohn

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TORT LIABILITY OF ORGANIZED CAMPS FOR CHILDREN: A STUDY OF CASE LAW

University Microfilms
Order Number: 81 16874

Susan Lynn Fowler
University of Georgia
1981

Purpose

In assuming the responsibility of being "in loco parentis" camps have become legally obligated to maintain a certain standard of care in protecting their campers. This study of cases in tort liability and other legal literature was undertaken to assist in determining the standard of care a camp must maintain to avoid suit.

Fowler wanted to investigate actual court cases, examine common elements in suits pertinent to standards of care, the defenses most applied and the effect, if any, of accreditation and adherence to standards in court determinations.

Procedure

At the onset, a review was made of existing law, cases, legal holdings, and decisions to determine the application of general negligence law to the specific area of summer camps. A large variety of legal references were examined and the cases related to camps were carefully reviewed and weighed.

Pertinent information on each case was reviewed, summaries were made, and provided in the text of the study. Sets of cases on a specific topic were analyzed, and the implications set forth. Matters relating to children, employees, and visitors are dealt with.

Results and Conclusions

A set of guidelines on the "standard of care" for invitees is one outcome of the study. Analysis of what is meant by terms such as "fore-seeability," "causation," "vicarious liability," and "premises liability," etc. is provided. Fowler found that camps and camp personnel owe the highest degree of reasonable care to their campers and staff. In dealing with minors, camp personnel have been held to the standard of care expected of the reasonable parent. Adherence to American Camping Association standards appears to be beneficial in ascertaining what is a minimally acceptable level of care and Fowler urges the adoption of such camp standards.

ATTITUDINAL CHANGES IN RESIDENT OUTDOOR SCHOOL STUDENT LEADERS

University Microfilms
Order Number: DA8215301

Kathleen Ann Galbo
University of Oregon
1982

Purpose

This study examines the attitudes of resident outdoor school leaders concerning environmental quality and the effects of participating in the programs on these leaders. Many resident outdoor education programs depend heavily upon university students and place them in supervisory and teaching roles. This study, unlike many others, deals with the impact of the programs upon them.

Procedure

Fifty-six students in resident outdoor education schools of the Pacific Northwest were involved in the study. All were university students and all participated in programs designed to serve elementary school students which lasted from three to five days and nights.

Data were gathered about the students, their backgrounds, and their attitudes before and after participating in the program.

Results and Conclusions

Some forty-three percent of the participants became more optimistic about the status of the environment of the future while participating in the outdoor school program. However, fifty percent of them became more pessimistic.

Nearly all of the student leaders reported that the outdoor school experience was a rewarding one. Having opportunities to learn to cooperate with others, learning good communications skills, and having opportunities to work with and learn about elementary school students were listed among the reasons.

Griffin points out that the sample used in this study was small, but that it did provide preliminary data about this group, raise questions for future studies, and reinforce the need for quality research on the effects of the resident outdoor education program on participants.

LEARNING SURVIVAL SELF-SUFFICIENCY SKILLS AND PARTICIPATING IN A SOLO CAMPING EXPERIENCE RELATED TO SELF-CONCEPT

University Microfilms
Order Number: 7912513

Richard Allan George
Kent State University
1978

Purpose

The purpose of George's study was to test the relationship between learning survival/self-sufficiency skills and participating in a solo camping experience on self-concept.

Procedure

The study involved 28 male high school students between the ages of 14 and 18. The subjects were divided into three groups: Experimental Group I consisted of seven subjects that learned survival/self-sufficiency skills during a two-day period; Experimental Group II consisted of seven subjects that learned survival/self-sufficiency skills during a two-day period and participated in a one-day solo camping experience; and Experimental Group III served as a control and did not participate in either experience.

Each group was pre- and post-tested with the Tennessee Self-Concept Scale. Parents of the three groups were administered the Osgood Semantic Differential before and after the study to determine if the subjects would exhibit a behavior change.

Results and Conclusions

Learning survival/self-sufficiency skills and/or participating in a solo camping experience did not produce significant changes (at the .05 level of significance) in self-concept as measured by the Tennessee Self-Concept Scale and the Osgood Semantic Differential for the participating subjects. He concluded that the learning of survival/self-sufficiency skills and the solo camping experience were not related to an improvement in self-concept. It was also determined that the learning of these skills was not related to an improvement in the subjects' behavior.

Thomas M. Lange

WILDERNESS AS A CONTEXT FOR LEARNING: AN EXPLORATORY STUDY WITH IMPLICATIONS FOR LEARNING PROGRAMS INVOLVING LIFE-MEANINGS, ENVIRONMENTAL EDUCATION, AND ATTITUDES

University Microfilms
Order Number: 7911552

David Rudolph Georgi
University of California
1980

Purpose

This study was developed to be an exploratory device to assist in the designing of Wilderness Learning Programs (WLP's). This study is an attempt to discover whether the use of Wilderness Learning Programs are to an advantage and also to discover whether the wilderness is being used as effectively as possible.

The author limited the scope of his study to four areas: (1) philosophical and historical foundations of wilderness contact; (2) life-meanings - a relationship between understanding life meanings in a wilderness context; (3) attitude shifts among secondary students - ways that WLP's can meet the needs of young people rather than institutional needs, and; (4) environmental education - the cultural need for attitudes and values.

Procedure

Questionnaires were administered to students the week following a wilderness trip. Three questionnaires were developed, the first being based on essay questions, the second being based on a quicker response, also with a rating scale, and the third being based on perceptions dependent on the amount of influence.

Life-meanings surveys were given only to students who went on a particular trip. This survey was a tape-recorded interview.

Leader questionnaires were administered to adult leaders after a trip concerning the effect of the trip on the person's impression of himself as a person and teacher.

Personal observations were made by the author.

Results and Conclusions

The researcher concluded that the field study was helpful in gaining greater understanding of the influence of wilderness learning programs in the following areas: life-meanings, secondary student attitude shifts, and environmental education. Specifically, (1) students had better understanding of life-meanings due to the field trip, (2) students learned environmental concepts more effectively in a wilderness context, and (3) student awareness of specified environmental problems was increased.

Diane Novotny

THE EFFECTIVENESS OF LEARNING IN EARTH SCIENCE GEOLOGY UNITS THROUGH FIELD TRIP EXPERIENCES

University Microfilms
Order Number: 69-11, 747

William Harold Glenn
New York University
1968

Purpose

This is a study of the effects of two different methods of presenting field trip experiences to selected geologic features. The purpose was to evaluate two procedures for teaching Earth Science, both of which were aimed at improving pupil ability to make observations of local geologic features and to use observations in the formulation of hypotheses concerning the geologic processes.

Procedure

The two methodologies under study were field trips to observe local geologic features and in-class viewing of 35mm color slides of those same geologic features. The sample groups consisted of high school juniors and seniors involved in an Earth Science I course. Of three sub-groups, one participated in a field trip, one remained in the classroom to learn from the color slides, and the third was a control group which got neither. The experiments took place after basic geologic concepts were agreed upon, local geologic features were identified, film slides made, and lesson plans created.

Evaluation consisted of three tests - the Test of Ability to Form Hypotheses and the Test of Ability to Make Observations, both using 35mm color slides, and the Cornell Critical Thinking Test, Form X, Part I, Section A.

Results and Conclusions

On the Test of Ability to Form Hypotheses, only the group taught with the color slides scored significantly higher than the control group. Both field trip and slide groups scored significantly higher than the control group on the Test of Ability to Make Observations. Neither group scored significantly higher than the control group on the Cornell Critical Thinking Test.

In view of these results and the author's awareness of the numerous practical problems involved in field trips, he concluded that classroom teaching with the aid of 35mm color slides is significantly effective in teaching students to make observations of geologic features and to form hypotheses concerning their origins and development.

Deborah Spence Hutton

A CASE STUDY OF SELECTED EFFECTS OF AN ORGANIZED SUMMER RESIDENTIAL CAMP UPON STAFF MEMBERS

University Microfilms
Order Number: 8109679

Jeffrey Glick
University of Oregon
1980

Purpose

Ordinarily, research on the effects of residential camping is in terms of the camp's impact upon participants. Staff members are not usually considered. This study, however, focuses on the effects of certain aspects of the camp program upon the staff members. It deals with a summer camp serving individuals with disabilities.

Glick set out to describe the camp operations and the general camp environment. He next investigated the relationship between staff member expectations, acceptance of self, and staff cohesiveness.

Procedure

An Easter Seal Society of PA facility, Camp Daddy Allen, was used during the 1980 summer season for the study. The season consisted of one week of pre-camp staff training and four two-week sessions. Forty-one staff members were involved. Among the instruments used to examine staff member expectations were (a) Profile of Organizational Characteristics - Form SLM, (b) Berger Questionnaire, and (c) The Profile of Conflict Characteristics.

The instruments were administered on a pre- and post- basis to address questions like these: (a) Does the staff's perceptions of organizational climate change from pre- to post-testing period?, (b) Does the staff member's acceptance of self change from pre- to post-testing?, (c) Are there differences in staff members' real and ideal perceptions of organizational climate at pre- and post-testing periods?

Results and Conclusions

Glick reported that staff perceptions of organizational climate and conflict characteristics decreased significantly. Staff members indicated that the organizational climate should be participative when in actuality, it was perceived as consultive at pre-testing and hybrid of benevolent authoritative at post-testing. Glick found that the staff held high ideals at the beginning and that staff differences had not reached closure at the end. He recommended that similar studies be conducted at a variety of camps to learn the relationships between organizational climate, conflict characteristics and staff effectiveness.

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OUTWARD BOUND: A MODEL FOR EDUCATIONAL CHANGE AND DEVELOPMENT

University Microfilms
Order Number: 72-23, 803

Robert John Godfrey
University of Northern Colorado
1972

Purpose

Godfrey set out to examine the extent to which Outward Bound approaches could be used in the school to open lines of communication and stimulate self-analysis of personnel. He wanted to introduce such methods into a school system (District 11 - Colorado Springs) and to train the teachers to operate programs of their own of this type.

Procedure

Administrators and teachers of the school district were involved in a variety of Outward Bound type seminar programs especially designed for teachers. These seminars lasted between four and ten days and were aimed at personal growth, improved inter-personal relationships and organizational change and development. The intent was to take these groups of educators into an environment relatively foreign to them. They participated in human relations sessions, climbed mountains, rafted on white water and various other Outward Bound type activities. The seminars took place throughout the school year. Each seminar was evaluated using a series of questions in which respondents set forth what they felt to be the important benefits and how they could be used by educators.

A final evaluation questionnaire was mailed to the 126 personnel who participated to re-check their initial responses and to assess the effects of the seminars on their personal and professional lives.

Results and Conclusions

Godfrey concluded that this form of program does provide some solutions to the inter-personal problems in large systems. Those who participated experienced significant personal growth and there appeared to be considerable improvement in the way people worked together. He recommended that Outward Bound type programs be specially designed for school staffs.

A FEASIBILITY STUDY OF LOCAL FIELD TRIPS TAKEN VICARIOUSLY THROUGH SLIDE-TAPES

University Microfilms
Order Number: 70-6783

Joseph William Goldsbury
The Ohio State University
1969

Purpose

This is a study of the effectiveness of the vicarious field trip. Goldsbury noted the number of factors that make it difficult for teachers to conduct effective field trips and he wanted to know if other approaches such as slide-tapes could be used as effectively to reach the objectives set forth for field trips.

Goldsbury proposed an investigation into the use of synthetic field trips through the media of locally prepared slide transparency photographs and taped sound recordings of actual field trips.

Procedure

Third graders were used in this study. One group of third graders experienced the field trip directly by taking the trip; a second group was exposed to the trip through locally prepared slide-tapes of that trip; and a third group received both the vicarious and the direct field experiences. Pre- and post-tests were locally prepared and used. Trips to a food warehouse, dairy plant, and ice-cream plant were involved. Statistical analyses included the use of the *t* test.

Results and Conclusions

The results were mixed. On two of the field trips the students receiving the combination treatment made significant gains in most of the tested areas. In another instance the groups receiving only one of the two experiences gained significantly in some areas; but, the group getting the combination treatment did not gain significantly.

Goldsbury concluded, however, that the combination of experiences using actual field trips plus the slide-tape experience appears to provide the greatest opportunities for total learning. He also concluded that vicarious field trips can prove as effective as direct experiences if comparisons are based solely upon the facts and concepts to be learned.

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THE CONTENT OF A COLLEGE-LEVEL OUTDOOR LEADERSHIP COURSE FOR LAND-BASED OUTDOOR PURSUITS IN THE PACIFIC NORTHWEST: A DELPHI CONSENSUS

University Microfilms
Order Number: 8201832

Paul Joseph Green
University of Oregon
1981

Purpose

This study deals with what outdoor leaders believe should be included in a college-level outdoor leadership course. Green wanted to arrive at a consensus on the content of such a course.

Procedure

Sixty-one Pacific Northwest based outdoor leaders were asked to list topics they believed should be included in such a course. The topics they provided were reviewed and organized into a large number of statements encompassing related ideas. Using a Delphi technique, these individuals were asked to respond to these statements and rate each one according to its value.

The respondents were subsequently provided information about their own and the group's rating of each topic and asked to rate each topic once more. They were also asked to select several topics that they considered to be the most important - taken from a list of 34 that had the highest mean score on the earlier questionnaire; and to list those of least value - taken from those receiving the lowest ratings.

Results and Conclusions

Based on the above process; thirty-five topics were retained as being important in a college-level outdoor leadership course. Twenty-three topics were determined to be of "least importance." The top ten were heavily weighted with "safety" and included: (a) risk management plans, (b) first-aid, (c) wilderness ethics, and (d) outdoor leadership objectives.

Topics on the bottom of the list and considered least important included (a) outdoor arts and crafts, (b) principles of anthropology, (c) outdoor songs, (d) identification of rocks, and (e) history of the environmental movement.

A STUDY OF OUTDOOR EDUCATION PROGRAMS PROVIDED FOR GIFTED ELEMENTARY AND SECONDARY SCHOOL STUDENTS BY SELECTED OUTDOOR EDUCATION CENTERS AND BY BOARDS OF COOPERATIVE EDUCATIONAL SERVICES IN NEW YORK STATE

University Microfilms
Order Number: DA8213950

Elizabeth Anne Griffin
University of Minnesota
1982

Purpose

To what extent do outdoor education centers provide programs especially for gifted students? This study centered on the above question. Griffin wanted to investigate the extent and kinds of activities provided for the gifted in the outdoor education centers in New York State. She also wanted to investigate the subject areas covered, approaches used, the extent of the cooperative efforts between the outdoor education centers and the Boards of Cooperative Educational Services (BOCES) and to make recommendations about additional activities to supplement present programs.

Procedure

A survey questionnaire was mailed to 92 outdoor education centers and the 44 Board of Cooperative Education Services in New York State. The questionnaire was returned by about 70% of the outdoor education centers and by all but two of the BOCES. Data were analyzed according to frequency and percentage of response.

Results and Conclusions

These were among the findings/conclusions of the study:

1. There appears to be only a limited amount of outdoor education programming for gifted students in New York.
2. Much more work is done for handicapped and/or disabled students than for the gifted.
3. Grades four to six seem to get more attention in outdoor education programs for the gifted than at the other grades.
4. Science and physical education activities were the most frequently mentioned subject areas in which programs were conducted. Many of the programs were interdisciplinary.

AN ANALYSIS OF ATTITUDES, KNOWLEDGE, AND PERCEPTIONS OF ELEMENTARY SCHOOL STUDENTS FOLLOWING PARTICIPATION IN A SPECIAL ENVIRONMENTAL EDUCATION PROGRAM

University Microfilms
Order Number: 78-10-348

Michael Gross
The University of Iowa
1977

Purpose

Gross wished to determine if a sensory and conceptual approach to environmental education would change attitudes towards and perceptions of wilderness communities. He used a separate sample pre-test and post-test design, and attempted to evaluate the short and long term effects of an environmental education program planned for the upper elementary school level.

Procedure

Gross presented a null hypothesis that there would be no difference in pre-test and post-test scores, and that there will be no difference among students of low socioeconomic background compared to high, and also no difference between male and female scores. Advance organizers presented to fifth-grade students environmental attitude instruments which were 1) Environmental Orientations Inventory and 2) Environmental Attitude Scale. Students who participated in the field portion of the experiment were treated using a sensory and conceptual approach to environmental education entitled "Woodlands and Me."

Results and Conclusions

Gross found students who experienced the sensory and conceptual approach to environmental education showed substantial gains in mean scores. Students measured one year later scored higher than students tested before participation in the program. No relationship could be inferred according to socioeconomic status or sex. The scores pertaining to attitudes about nature as measured by the "Use and Abuse" nature attitude scale were higher on the post-test following the treatment.

OUTDOOR/WILDERNESS APPROACHES TO PHYCHOLOGICAL EDUCATION FOR WOMEN: A DESCRIPTIVE STUDY

University Microfilms
Order Number: 8004934

Joy Ann Hardin
University of Massachusetts
1979

Purpose

Hardin wished to study outdoor experiences provided for adult women. She raised questions along these lines: (a) how should one go about understanding women's outdoor experiences?, (b) what is their range and form?, (c) what do leaders use as the basis for making decisions about these programs?, and (d) can guidelines be developed on leadership behavior from the literature and by interviewing leaders?

Procedure

The relevant literature in psychological education, small group leadership and women's studies was reviewed. This provided a base for the study and led to the development of "Considerations in Designing and Leading Adult Women's Trips/Courses for Psychological Gain."

Leaders of ten outdoor wilderness types of trips were interviewed in depth.

Results and Conclusions

The literature revealed that the dominant direction of research to further understand women's outdoor experiences has been related to individual change in attitude. Hardin noted that research on individual outcomes had been inconclusive and inadequate. Studying the influence of leadership and course structure seemed more appropriate.

The interviews revealed that the outdoor courses/experiences differ more in emphasis and form than in content. While the forms vary widely ranging from week-end retreats and campouts to mountaineering expeditions, the aims are appreciation, increased expectation of self and gains in physical and psychological skills.

A set of "guidelines" or considerations for leaders of outdoor women's experiences was developed. Hardin also points out that the study revealed a variety of additional areas for research. These range from the impact of the outdoor experiences on women's friendships to the need to match leaders' expectations with those of participants.

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ORGANIZATION AND ADMINISTRATION OF ENVIRONMENTAL EDUCATION PROGRAMS

University Microfilms
Order Number: 77-22, 370

Edward A. Heiser
University of Northern Colorado
1977

Purpose

The general purpose of the study was to develop a guide for the implementation, organization, and administration of K-12 environmental education programs.

Procedure

Several areas were identified as important in the planning for and actual operation of an environmental education program within a school system. Nine areas were considered: (1) a rationale for environmental education; (2) the history of environmental education; (3) initial implementation; (4) philosophy and goals; (5) curriculum and the environmental education process; (6) precamp resident school administration tasks; (7) resident school administrative tasks; (8) evaluation strategies; and (9) trends and issues in environmental programs. Through a search of literature and a survey of recognized scholars in environmental education, a series of questions was developed to aid in establishing a guide for environmental studies. The test studies had the following subscales: environmental awareness and understanding, environmental problem-solving skills and abilities, environmental behavior and life style, and environmental ethics.

Results and Conclusions

There is a strong need for environmental education in the school curriculum. A workable guide can be developed from the structure and content of present disciplines that is applicable to all levels from K-12.

Barbara Anderson

OUTWARD BOUND AND PERSONALITY: 16 PF PROFILES OF INSTRUCTORS AND IPSATIVE CHANGES IN MALE AND FEMALE STUDENTS 16-19 YEARS OF AGE

University Microfilms
Order Number: 76-930

Christopher Martin Hendy
University of Oregon
1975

Purpose

Hendy had long held an association with Outward Bound and this led to the desire to investigate as precisely as possible the effects upon students of Outward Bound experiences. He was particularly interested in the personality areas. His study was designed to construct (using the Sixteen Personality Factor Questionnaire) personality profiles of a group of Outward Bound instructors and to compare them with changes in students completing courses under the direction of these instructors. He also wanted to know if such changes are permanent.

Procedure

Hendy's subjects included (a) the 25 instructors in the Northwest Outward Bound School, (b) an experimental group of students (N = 107) enrolled in courses at this school, and (c) control students from a high school in Oregon. He also made a comparison between his subjects and the PF referent occupations. An experimental design was used in which experimental and control groups were pre- and post-tested. A third test was given six months after the treatment.

The instruments used were Forms A & B of the 1967-68 edition of the Sixteen Personality Factor Questionnaire. The treatment for the experimental students was the Outward Bound course in which they were enrolled. Profiles were constructed on all subjects and comparisons were made.

Results and Conclusions

The profiles of the instructors showed some discrepancies between sexes. Scores on creativity were high on both groups. Superior instructors were significantly different from the other instructors. The profile comparison revealed that the male instructors could become high school teachers, but would probably be poor social workers. The female instructors would not be either. The Outward Bound course appeared to be causally related to a change observed in the experimentals - and this change seemed to hold over the six months. Dropouts in the experimental group were significantly different from the experimental group as a whole.

FREE PLAY BEHAVIORS OF NURSERY SCHOOL CHILDREN IN AN INDOOR AND OUTDOOR ENVIRONMENT

University Microfilms
Order Number: 77-29, 042

Michael Lorin Henniger
University of Texas
1977

Purpose

Henniger conducted an exploratory study to investigate the play behaviors of nursery school children in indoor versus outdoor environments. He wished to know of there were differences between the two with respect to various social and cognitive play categories.

Procedure

Henniger's study was conducted at the University of Texas Child Development Laboratory, Austin, Texas. Twenty-eight children were involved comprising two groups; one older and one younger.

The study began with preliminary observations of the children and becoming familiar with them. The children were each observed for a thirty-second time interval and the coded behavior was recorded. Each child was observed twenty times indoors and twenty times outdoors. A standardized checklist was used for each observation.

Results and Conclusions

Henniger found that play behaviors of nursery school children were significantly different for several of the play categories when compared indoors and outdoors. He states that one environment should not be favored over the other as they both complement each other in stimulating different important kinds of play. The outdoor environment encouraged significantly greater quantity of these types of play: functional and parallel-function play for all groups and parallel play for all groups except the boys.

Karen Lynn Heinsohn

THE DEVELOPMENT OF GUIDELINES FOR THE INTEGRATION OF MENTALLY RETARDED PERSONS INTO REGULAR DAY AND RESIDENTIAL CAMPS

University Microfilms
Order Number: 77-30,828

Dempsey Lee Hensley
University of Northern Colorado
1977

Purpose

The researcher sought to compile a set of practical guidelines to be used by regular camp directors for integrating mentally retarded persons into normal camps.

Procedure

A modified Delphi method was used for obtaining the set of desired guidelines. Twenty-five persons were initially recommended for the study, with six expert jury members agreeing to participate through the completion of the survey.

A series of four questionnaires were developed and used in the Delphi process. During the first stage, jury members were asked to respond to ten major areas of concern in the integration of mentally retarded persons into regular day and residential camps. The second questionnaire was developed from the original survey responses, and contained a series of statements that were rated with a Likert scale. Group consensus from stage two was used to develop questionnaire number three, and participants were asked to reconsider or give reason for a variance from group consensus. This process was repeated a fourth time, and the guidelines were developed from the final responses. Jury members were sent the guidelines for final approval and comments.

Results and Conclusions

Using the results from the study, a set of guidelines were composed for ten areas of concern:

1. Goals and objectives of the integrated camp program
2. Major problems associated with integration
3. Readiness factors for mentally retarded campers before integration
4. Readiness factors for regular camps to prepare for integration
5. Selection of retarded campers
6. Staff training at integrated camps
7. Considerations in group composition and camper staff members
8. Program factors for integrated camps
9. Mentally retarded as camp staff members
10. Evaluation of integrated camp programs
11. Any other factors to consider for integration of mentally retarded participants in a regular camp.

The guidelines were written in a very practical manner so they would be usable by camp directors and other interested parties.

THE STATUS OF THE FIELD TRIP AS A METHOD OF SCIENCE INSTRUCTION IN OKLAHOMA HIGH SCHOOLS, AND FACTORS AFFECTING ITS USE

University Microfilms
Order Number: 75-27, 729

Elige Washington Hickman
University of Arkansas
1976

Purpose

The purpose of this study was twofold. The first was to determine the degree to which the field trip is used as a teaching method by secondary school teachers. The second was to determine the factors which encourage and discourage the use of the field trip.

Procedures

The participants in this study included the science teachers, who taught science at least half time, in 135 regionally accredited Oklahoma high schools during 1973-74 and 1974-75. The questionnaire consisted of questions, a list of values attributed to field trips, and a semantic differential, and was tested in graduate education classes at the University of Arkansas. Information about school factors and teacher factors that affect the teachers' use of field trips was gathered and the characteristics were determined for field trips taken during the 1973-74 school year.

The questionnaires were sent first to 543 selected teachers and a second time to 404 teachers who had not responded to the first. The final return rate was 38.69%. Data were analyzed both by hand and by computer. Frequency and percentage tables were used to report data.

Results and Conclusions

Statistical data were summarized for the following information categories: 1) personal information about the teacher and his/her work, 2) school conditions and policies, 3) general procedures followed by teachers in implementing field trips, 4) teachers' feelings concerning field trips, 5) specific field trips taken in 1973-74. Above and beyond all statistical results, the teachers who reported using field trips felt that field trips continue to be an effective method of instruction.

Deborah Spence Hutton

THE DEVELOPMENT OF GUIDELINES FOR RESIDENTIAL CAMPING FOR THE MENTALLY RETARDED

University Microfilms
Order Number: 80 5607

Joseph Richard Hood
Northeast Louisiana University
1979

Purpose

Hood wished to study a group of residential camps for the mentally retarded, to describe practices, and to develop guidelines for establishing or improving residential camping programs. He wished to examine camp organization and administration, staff, program activities and facilities; and to ascertain which practices and situations are preferred. Guidelines could then be developed based upon these data.

Procedure

Hood developed a questionnaire covering a wide variety of camp conditions and practices and had it reviewed by a panel of experts. He then revised it and mailed it to the directors of sixty-eight camps for the mentally retarded. The instrument asked about current practices and the preferences of the camp directors. The replies were analyzed and subjected to statistical tests to learn if there were differences between practice and preference.

Results and Conclusions

Hood provides enumerations of the responses (Strongly Agree to Strongly Disagree) that he received on a wide range of camp activities and management practices. Examples include (a) whether or not the camp facilities should be owned or rented, the integration of "normal" and "retarded" campers, offering of college credit for staff, and the rigidity of the daily schedule.

A set of 29 guidelines was developed. Among them are:

1. Camp facilities should be owned, not rented
4. Summer camp programs should be approximately 7 sessions of one week per session
9. The counselor/camper ratio should be one counselor for every four campers.

In addition, Hood recommended that his guidelines be used in building a new Louisiana Camp for the mentally retarded and that additional research was needed in a number of areas covered by the guidelines.

EXTENDING EDUCATION THROUGH CAMPING, 1978: A STUDY APPROXIMATING L. B. SHARP'S OUTDOOR EDUCATION RESEARCH IN 1947

University Microfilms
Order Number: 7926312

Robert George Huntley
Southern Illinois University
1979

Purpose

The primary purpose of Huntley's investigation was to approximate the Sharp experiment of 1947 regarding the effectiveness of outdoor versus indoor learning experiences. This investigation considered Sharp's research questions:

1) Is educational camping (outdoor education) an effective medium for meeting the objectives of education?
2) Is educational camping a unique medium for extending pupils' experiences in living together democratically?
3) Should educational camping be integrated into the school program?

Procedure

The experiment was conducted at Clear Creek Educational Center owned by the Alpine School District in Utah. The experimental group (94 students) spent one week at Clear Creek. The control group (25 students) remained in the traditional classroom. Each group was taught nature study, mathematics, science, and vocabulary in their respective settings. Pre- and post-tests were administered.

Results and Conclusions

The following conclusions were drawn:

1) Although there was no significant statistical differences between the two groups, there were percentage gains in nature study and vocabulary in the experimental group. They also demonstrated a significant positive attitude change.
2) Educational camping can be a unique medium for providing students with special opportunities to experience democratic living. The students in the camp situation were confronted with experiences which required them to be cooperative members of groups.
3) School camping programs should be integrated into the total school program because the experiences encourage individual involvement and provide unique opportunities for learning.
4) This study did lend support to the Sharp Experiment.

Thomas M. Lange

STATUS OF THE FIELD TRIP: A NATIONWIDE STUDY OF PRACTICES AND ATTITUDES

University Microfilms
Order Number: 77-13, 513

Donald E. Hurford
Temple University
1977

Purpose

The purpose of the study was to determine, through a nationwide study of educators, the status of the field trip in the American public school.

The study was designed to learn the judgements of educators on (1) past and present use of the field trip, (2) current factors encouraging and discouraging use of the field trip, (3) the influence of audiovisual media on the field trip, (4) the influence of state agencies on school use of field trips, (5) the educational value of the field trip, (6) the relative usefulness of the field trip in basic subject areas, (7) past and present use of the extended field trip or field experience, and (8) the educational value of the extended field trip.

Procedure

A questionnaire was sent to (a) directors of curriculum and instruction at the state levels, (b) randomly selected directors of curriculum and instruction at the school level, and (c) college instructors in education.

The questionnaire was divided into three parts. Part I dealt with the field trip, Part II with the extended field trip or field experience, and Part III with local school district policies on use of the field trip.

The data obtained were analyzed with the assistance of a computer. Descriptive data were obtained in the form of numerical totals, percentages and medians.

Results and Conclusions

Analysis of the data brought forth the following: (1) Audiovisual media appears to have a slight effect on school field trips. (2) Most educators see the field trip as a useful educational tool. (3) The use of field trips was judged to have increased from 1960 through 1975. (4) The use of the field trip is discouraged by lack of funding and high transportation costs. The field trip is encouraged by the emphasis on environmental education and ecology. (5) Most school districts have policies regarding field trips.

It was further concluded that the field trip and extended field trip are considered to be a useful but minor element in the instructional program.

Linda S. Elliott

A HANDBOOK OF THE TREES OF THE INTERMOUNTAIN REGION, U. S. FOREST SERVICE WITH A TEACHER HANDBOOK OF TEACHING STRATEGIES FOR THEIR USE IN EDUCATIONAL PROGRAMS

University Microfilms
Order Number: 8108231

Carl M. Johnson
University of Northern Colorado
1980

Purpose

The purpose of this study was to prepare two basic handbooks as aids and guides for teachers and students in grades K through six in conservation/outdoor education pursuits. These handbooks are: a Tree Handbook relating to the trees of the Intermountain Region of the U. S. Forest Service; and a Teacher Handbook containing eighteen teaching strategies designed to promote learning about trees, forests, and forest environments.

Procedure

The process consisted of 1) an identification of tree species of the Intermountain Region, 2) review of relevant literature and, 3) examination of related teaching strategies.

Results and Conclusions

The resulting Tree Handbook is a layman's guide, with scientific interpretation, to the trees of the Intermountain Region, U. S. Forest Service. Each species is described biologically, it's natural range is plotted on a map of the region, and photographs taken in natural settings. Some of the more common introduced species in urban areas of the region are also described.

The teaching strategies included in the Teacher Handbook were developed using concepts contained in existing printed materials and from the investigator's own knowledge and experience in conservation education.

The use of the instructional materials contained in this study should help both the teacher and the learner better prepare for harmonious living in the forested environment. Understanding and appreciating the forest as a part of one's environment is expected to contribute to the desire to better understand the total picture.

A QUANTITATIVE COMPARISON OF ENVIRONMENTAL EDUCATION, CONSERVATION EDUCATION, OUTDOOR EDUCATION, ECOLOGICAL EDUCATION, ENVIRONMENTALIZED EDUCATION AND GENERAL EDUCATION BASED ON GOALS

University Microfilms
Order Number: 77-25251

David I. Johnson
Michigan State University
1977

Purpose

The general purpose of this study was to evaluate the relationships between environmental, ecological, conservation, outdoor, environmentalized, and general education. Johnson wanted to know if experts in each field would rank their own goals highest when mixed with the group goals of the other five. He also wanted to make a determination of goals most important to all groups and to learn whether various demographic variables influence goal selection.

Procedure

Sixty goals were selected from the literature as a base for the study. A Q-sort procedure was applied by 65 experts who rank ordered the goal statements into a quasi-normal distribution according to a range of -6 to +6. By a combined procedure of multi-variant and one-way analyses of variance, followed by the Scheffe's test, the resulting scores were processed and analyzed.

Results and Conclusions

Goals relating to ecology were ranked high by all groups. Goals pertaining to specific subjects such as outdoor science and population growth were mostly ranked low. On the other hand these same goals were ranked highest among environmental, environmentalized, and conservation educators. The grouping of ecological educators ranked their goals notably higher than all of the other groups. Environmental, conservation, and environmentalized educators had identical results. With respect to ecological and general education goal categories, a significant reliability coefficient of .8 was noted.

An overall evaluation pointed to environmental education as having much in common with all five other areas, but, overlapping heavily with conservation and environmentalized education. And, the fields of ecological education, general education, and outdoor education were regarded as unique in nature.

Stanley Treadway

A COMPARISON OF EIGHTH GRADE PUPILS' ACHIEVEMENT IN SELECTED PORTIONS OF BIOLOGY USING THE TRADITIONAL INDOOR ENVIRONMENT AND THE EXPERIMENTAL OUTDOOR ENVIRONMENT TAUGHT FROM AN EXTERNAL MORPHOLOGICAL APPROACH

University Microfilm
Order Number: 23-244

Gussie Johnson
Pennsylvania State University
1977

Purpose

Johnson's purpose was to collect data which could be used to determine the different achievement levels in selected areas of biology through the use of two teaching environments. His major aim was to determine whether the outdoor classroom could be a workable alternative to the traditional approach of indoor teaching.

Procedure

An eighth grade group composed of 112 students, 58 females and 54 males, was randomly assigned to one of four modes of instruction for the two selected areas of botany and zoology. The four modes were: 1) indoors only, 2) outdoors only, 3) botany indoors, zoology outdoors, and 4) botany outdoors, zoology indoors. The same information was covered for all groups and identical unit tests were administered at the end of the ten-week session.

Results and Conclusions

Overall, Johnson found that the learning taking place in the outdoor mode of instruction was comparable to that of the indoor mode of instruction. However, the consistent modes of instruction, all indoors or all outdoors, did produce higher results than did the mixed modes of instruction.

Jane Gorder

AN EVALUATION OF THE EFFECTS OF AN OUTWARD BOUND-TYPE PROGRAM UPON THE SELF CONCEPT AND ACADEMIC ACHIEVEMENTS OF HIGH SCHOOL STUDENTS

University Microfilm
Order Number: 7819752

Christopher Arlen Jones
Boston University School of Ed.
1978

Purpose

The objectives of this study were to determine if participation in a Force 12 Program (outward-bound type) 1) had a measurable beneficial effect on the self concept; 2) produced a change in cognitive behavior; or 3) produced a change in physical skills. Hypotheses included: there would be no significant improvement in self concept based on standardized scales, in academic achievement based on teacher assessment and grade point index, in physical tests, or in participation in extracurricular activities.

Procedure

First, items such as self concept, Force 12, academic performance and physical test were defined. All previous related research was evaluated showing that all previous work had been done through questionnaires with no control group and little internal validity. A sample group of 170 students from all ethnic groups, all grades in the school, both sexes, and predominately middle class was utilized. The sample was divided into three groups: Force 12 students, Physical Education fitness course students, and an academic control group. All groups were given two self concept pre-tests and one test of physical ability. A post-test of each area was administered following the training. Academic records were secured from the two marking periods before and after the training on each student. Teachers of each participant submitted a judgment of student performance prior and following the training. Participants also completed a take home questionnaire following the training to collect data concerning the extent of their extracurricular activity. The training program lasted four weeks.

Results and Conclusions

Self concept remained relatively stable, but a significant difference was noted in the Personal Self and Physical Self sub-tests on the Tennessee Self Concept Scale. No change was noted in academic achievement based on the teacher assessment and the Grade Point Index. There was some ambivalence in the results on the fitness tests showing no significant difference in the groups although two of the six tests on the AAHPER Youth Fitness Test were altered significantly, one in favor of the Force 12 group and one in favor of the fitness group. Recommendations were made to redo the evaluation using 1) a larger group, 2) using standardized instead of GPI to determine academic achievement, and 3) to increase the length of the program.

Suzanne Evans

VIEWS HELD BY OUTDOOR RECREATION PROFESSIONALS RELATIVE TO PROFESSIONAL PREPARATION FOR OUTDOOR RECREATION

University Microfilms
Order Number: 8107921

Percy Coleman Jones
University of Georgia
1980

Purpose

This study is concerned with the views of outdoor recreation professionals on professional preparation in the field. Jones hoped to gather data useful to those formulating instructional programs for outdoor recreation professionals.

Procedure

A survey was made of selected outdoor recreation practitioners and recreation educators in the Southern Region of the National Recreation and Parks Association (283 in total). They were asked to agree or disagree (using a Likert-type scale) to a list containing statements about educational standards, courses, areas of concentration, experiences, and other elements thought appropriate in preparing the recreation professional.

Results and Conclusions

About 75 percent of those queried responded. Although most of the competencies, standards, areas of concentration, etc., were deemed relevant; some items were questioned and considered of doubtful value.

Statements having to do with "foundations of recreation" and "governmental processes" were questioned, for instance. Statements having to do with park management, forest recreation and outdoor education were also questioned as standards.

Jones concluded that the educational needs of professionals in the outdoor recreation field are extensive and that practitioners are in general agreement about what is relevant and what is not in an instructional program at the baccalaureate level.

IDENTIFICATION OF SELECTED SCIENCE CONCEPTS TO BE USED IN OUTDOOR EDUCATION FOR ELEVEN AND TWELVE YEAR OLDS IN THE MIDWEST

University Microfilms
Order Number: 7901935

Richard George Jorgensen
University of Nebraska
1978

Purpose

Jorgensen centered the purpose of this study upon three areas. The first was to determine the concepts in selected areas of science that could be included in the Outdoor Education program for eleven and twelve-year-old students living in the midwest. The other purposes were to identify skills that could be developed in the outdoor environment and to identify appropriate activities that could be incorporated into Outdoor Education programs for science.

Procedure

Jorgensen used a modified Delphi Technique to obtain the opinions of experts. He selected five individuals who were outstanding in science education and/or outdoor education to serve as an advisory panel to review the concepts and categories related to the age group of this study.

The Delphi Technique was modified by eliminating the first step for this study. Jorgensen obtained the opinions of experts by using a series of questionnaires, each based on the information obtained from the previous questionnaire.

A pilot study was first conducted using 28 representatives who were active in Outdoor Education programs in the midwest. The respondents were asked to identify five science concepts in each of nine categories that were appropriate for upper elementary school levels. This was done for each of three questionnaires.

The sample for the national study were chosen for their interest and expertise in the field of Outdoor Education. They also responded to the three questionnaires.

Results and Conclusions

Jorgensen concluded that concepts appropriate for the midwest were also appropriate for national use. He also found that there was agreement on the concrete operations and abstract operations between the midwest area and the national level. Jorgensen feels that similar studies should be done with other curricular areas.

AN EVALUATION OF A UNITED STATES SOIL CONSERVATION SERVICE "IN-SERVICE" TRAINING CENTER

University Microfilms
Order Number: 74-607

Lawrence Frederick Joris
University of Nebraska-Lincoln
1973

Purpose

This study was initiated at the Midwest Soil Conservation Service (SCS) Training Center to improve job training courses for its employees. It was designed to point to areas in need of attention, from simple administrative adjustments to intensive curriculum reviews and workshops. The study intended to show this by: (1) obtaining the judgement of SCS employees on how well their needs are being served by the training center, (2) re-examining the curricula, facilities, and methods of the training center in light of such judgements, and (3) drawing such conclusions as appear to be warranted for change of practices, principles, or content.

Procedure

All trainees in the two years immediately preceding March 10, 1972 were sent personal opinion questionnaires. The questionnaire contained a total of 100 questions divided roughly into three categories: (1) facilities and administration, (2) instructional procedures, (3) six sets of questions, each set dealing with the objectives for a separate course in the Training Center curriculum. Of the 509 questionnaires mailed, 463 usable completions were returned (roughly 91%). The completed questionnaires were tabulated and analyzed by computer.

Results and Conclusions

Several conclusions were drawn from this study:

(1) The respondents indicated general satisfaction with the training center facilities, administration, and instructional procedure.
(2) The respondents indicated a need for improvement in three categories:
    (a) the teaching skill of SCS instructors
    (b) the time in their career respondents were sent to the training center
    (c) the respondents receiving formal training when they needed or requested it
(3) The respondents perceived the objectives for the six courses studied to be relevant.

Two questions were also raised by the study: (1) to what extent outside instructors should be used at the training center versus SCS instructors, and (2) what should be the proportion of part-time instructors to full-time instructors to obtain optimum staffing in terms of cost and effectiveness. This led the program director to prepare a series of recommendations for improving or maintaining effectiveness.

Donna Jolly

THE IMPACT ON KNOWLEDGE, ATTITUDE AND ACHIEVEMENT MOTIVATION SCORES OF VARIOUS SEQUENCES OF FIELD TRIP AND CLASSROOM INSTRUCTION USING SELECTED ENERGY EDUCATION CONCEPTS

University Microfilms
Order Number: 7824839

Robert Eugene King
University of Kansas
1978

Purpose

The purpose of this study was to assess the relative effectiveness of an energy-centered classroom instruction module and field trip taken separately and in two combinations. King wanted to test several approaches to teaching energy for effectiveness.

Procedure

The literature pertaining to energy production and use was reviewed and curriculum concepts were identified for presentation in both the field trip and instructional module. A ten-hour classroom module containing experiments, films, reading materials and discussion questions was prepared from the selected concepts. In addition, a two-hour field trip centered around energy production was developed using the same objectives as the classroom module.

Thirty-nine eighth and ninth grade classes participated in the study and were randomly assigned to one of four treatment groups: 1) field trip only, 2) module only, 3) field trip after the module, and 4) module after the field trip. In addition, five classes served as control groups.

Test instruments were developed to assess student knowledge and attitudes. Half of the classes were pre-tested and all classes were post-tested using the Energy Knowledge Test, the Energy Attitude Scale and the Evaluation of Experience Scale.

Results and Conclusions

Classes which received the combination of field trip and module scored highest. For those groups that had taken pre-tests, scores indicated that the field trip-module sequence was more effective than the reverse, but in those groups that did not take the pre-test, the module-field trip sequence was most effective. The value of either field trips or classroom instruction in improving student attitudes about energy was not supported by this study.

Kathleen Newsom

THE EFFECTS OF A SHORT-TERM, READING-STUDY PROGRAM INVOLVING SOME CAMP-STYLE LIVING ON READING ACHIEVEMENT, SELF-CONCEPT AND ATTITUDES

University Microfilms
Order Number: 77 16, 761

Mary Caroline Konle
Marquette University
1976

Purpose

Konle wanted to know if high school freshmen who participate in a short term reading study program consisting of one week at camp and a later follow-up camp weekend score higher in certain respects than students receiving only regular reading instruction. The areas in which he was interested included reading skills, attitudes toward reading, and self-concept. Konle expected that the close friendly, caring teacher-student relationship used in the camp program would result in significant reading and self-concept gain.

Procedure

Forty-six ninth-grade students from New Berlin, WI high school were used in the study. They were among the New Berlin freshmen who scored at the 36th or lower percentile on the Iowa Silent Reading Test. The 46 students were randomly assigned to control and experimental groups.

The treatment consisted of a teacher, former teacher, and an aide working and living with groups of six or seven students at a time in a simple rural setting in which a wide variety of instructional materials and activities were used. After the week at the rural reading center, the program continued with instructional sessions in the regular school setting for six weeks. This was followed by a week-end outing. Pre- and post- tests were used on both groups. A t-test and analysis of variance were used to test hypotheses.

Results and Conclusions

Few or no differences (sig. at .05) were found on the post-tests between the control and experimental groups. A few individual students in the experimental group did make rather spectacular gains and informal observation by students, staff and parents attest to the value of the treatment. Konle recommends several other studies that need to be done pertaining to reading and the relationship to outdoor activities, rural life, and family living experiences.

PROJECT COAST'S TEST OF MARINE ENVIRONMENT AWARENESS: A VALIDATION STUDY

University Microfilms
Order Number: 8019918

Marcia Louise Leek
University of Delaware
1980

Purpose

In this study an examination was made of the Project COAST tests and the results obtained by administering them to several thousand students. The purpose was to validate the Marine Environmental Awareness Tests and to learn of the need for curriculum revision. The Project COAST tests were developed to establish baselines on marine knowledge. This was preliminary to the development of curriculum to provide students with background and marine concepts. The tests are for grades four, eight, and eleven, and each contains 30 multiple choice questions. They were written to measure understanding of the material in The Conceptual Scheme for Marine and Coastal Environmental Studies.

Procedure

The tests were administered to about 8,000 students throughout the United States. Two samples were involved in this analysis, a 1976-77 group from the mid-Atlantic states, and a 1977-78 group consisting of students taught by teachers from throughout the United States volunteering to participate.

The test and results were analyzed for test reliability, content and construct validity, item difficulty and item discrimination. Reading levels were also examined.

Results and Conclusions

Reliability coefficients ranged from .46 to .71. The tests were found to have representative samples of questions and on the average were found to be at least two grade levels above those for which they were designed. The studies indicated that marine instruction tended to significantly improve student scores.

Leek took the position that the results from using these tests can and should be used in developing marine curriculum. She perceives this project as one aspect of a much larger effort to improve student and citizen knowledge of marine ecosystems.

THE INFLUENCE OF THE TWENTY-FOUR DAY OUTWARD BOUND EXPERIENCE ON SELF-ACTUALIZATION

University Microfilms
Order Number: 76-22, 558

John Tracey Leiweke
St. Louis University
1976

Purpose

One of the claims of Outward Bound is that their program promotes the "inner" growth of their participants. The process of self-actualization results when a person has reached the fulfillment of his natural potential. The purpose of this study was to determine whether the process of self-actualization was significantly influenced by a twenty-four day Outward Bound experience.

Procedure

Leiweke's study took place in 1974 at the Texas Outward Bound School. The course involved backpacking across the desert, the use of map and compass, rock climbing, rafting, and a three day solo experience. The usual sample consisted of eight people ranging in age from 16 to 47. No control group was used in this study.

Evaluation instruments were of three different types: the Personal Orientation Inventory (involving a pre- and post-test), Leiweke's observations, and student journals. To prevent subject bias, no member of the patrol was aware of his observations, and therefore acted in a natural manner. Subjects were unaware that their journals were to be used in this study.

Results and Conclusions

A comparison between pre- and post-test scores on the Personal Orientation Inventory showed there was a significant change towards self-actualization by the participants. Leiweke's observations and the student journals provided subjective data that supported the P.O.I. data. He concludes that participation in the 24 day Outward Bound experience increases the process of self-actualization.

Thomas M. Lange

WIDENING VIEWS OF LANDSCAPE APPRECIATION: A MINNESOTA CASE STUDY

University Microfilms
Order Number: 75-12107

Ralph Edward Lewis
University of Minnesota
1974

Purpose

Lewis analyzed the attitudes of Minnesotans regarding their use of recreational land and its activites. He wanted to determine if Minnesotans were expanding their preferences to include a wider variety of land types and if home areas were the preferred recreational area used.

Procedure

The researcher divided the state of Minnesota into five physiographic regions. A questionnaire, designed to determine if regions differed in attitudes and perceptions regarding recreational land use, was given to campers in each region. The survey was done during the summer camping season. A total of 600 campers were contacted through the personal contact method.

Results and Conclusions

Lewis found support for his hypothesis that people like to use recreational facilities in their home region. He concluded that Minnesotans are becoming more aware of non-traditional recreation sites, such as prairies. The study indicates a need for more recreational facilities in the more populated areas of the state, particularly the southeast section.

Nan Peters

THE EFFECTS OF A CAMP PROGRAM ON THE READING ABILITIES AND ATTITUDES OF EDUCATIONALLY AND SOCIOECONOMICALLY DISADVANTAGED CHILDREN

University Microfilms
Order Number: 77-28, 085

Joyce Bukaresky Marcus
Fordham University, 1977

Purpose

This study deals with the effect of a camping program upon reading achievement and attitude toward reading. Marcus wanted to know if the children who participated in a two-week camping program which followed a six-week summer school scored higher in reading than those getting just the summer school program. Reading instruction was emphasized in camp.

Procedure

A research design was used in which students in control and experimental groups were tested and retested. They were tested a third time nine months afterwards.

About 500 children entering the fourth to sixth grades were involved. The summer school program was of six weeks duration and was for educationally and socio-economically disadvantaged boys and girls retarded in reading. The camp experience for the experimental group was of two weeks duration.

Instruments used included the Metropolitan Achievement Test and a semantic differential test (to measure attitudes). Mean scores were computed and *t* tests applied.

Results and Conclusions

The Metropolitan Achievement Test data immediately following the camp experience indicated no real difference in reading that could be directly attributed to the camping program. However, the test given nine months later showed significant higher word knowledge, comprehension and total reading scores for campers than noncampers. Significant differences in attitudes about reading were also found between campers and noncampers. Marcus reported that in each situation where there were positive changes in attitude, the campers had significantly more positive attitudes. No sex differences were found.

ENVIRONMENTAL EDUCATION AND THE RESIDENT OUTDOOR EDUCATION EXPERIENCE

University Microfilms
Order Number 30-744

Paul Stephan Markovits
Syracuse University
1977

Purpose

The purpose of the study was to investigate the attitudinal changes of sixth grade students toward their natural environment as a result of a resident outdoor education experience. He also wanted to study the influence of follow-up and precursor activities on children who participate in a resident outdoor experience.

Procedure

The groups involved were sixth-grade students who attended a five-day resident outdoor environmental education camp. Of the four experimental groups, two were at the camp in the Fall with one group receiving follow-up activities throughout the year. The remaining two experimental groups attended in the Spring with one group receiving precursor activities. Control groups were utilized for both the Fall and Spring experiences, both receiving no resident or environmental programming. All study groups were pre-tested during the first three weeks of school, retested midway through the year and finally, at the return on the Spring trip. The attitude assessment process involved the use of two self-report measures in the form of a questionnaire. Instruments used included the Markovits Inventory of Environmental Attitudes, and the Delucia-Parker Environmental Attitudes Test.

Results and Conclusions

From the data collected Markovits cited few significant patterns or differences. However, one significant result was the positive shift in the attitudes of those students who attended the resident center in the Spring with no precursor activities. No comparable changes were found in the group which received precursor activites in addition to the Spring resident experience. Markovits concluded that fewer tests and a lowering of the probability level for statistical significance might have resulted in the emergence of more significant patterns and differences. The anecdotal data, however, indicated the residential experience to be of value.

Jane Gorder

THE DESIGN AND TESTING OF A SURVEY INSTRUMENT FOR NATURE CENTER DAY CAMP PROGRAMS

University Microfilms
Order Number: 8106412

Sandra Erling Marlatt
Michigan State University
1980

Purpose

Marlatt wanted to investigate the impact of summer nature center day camp programs relative to the conceptual areas of energy, interdependence, adaptation and cycles. In order to do this she designed and tested a survey instrument which elicited information concerning camp characteristics, campers, and achievement in terms of cognitive and attitudinal responses.

Procedure

Marlatt notes that nature center day camps have existed for some time in a variety of forms. Each one, however, places some emphasis on the influence of nature in the program and has some environmental education orientation.

A descriptive approach was used. The impact on the cognitive and affective domains of the four key environmental education areas at four southwestern Michigan nature centers was studied using survey approaches. Profile data were gathered concerning the day camp participants. Information about their environmental knowledge and attitudes was collected by asking students to respond to several statements on the concept areas of energy, interdependence, adaptation and cycles. Each set of statements contained both cognitive or knowledge items and attitude items.

Some 450 children were involved and provided information about themselves and their knowledge and attitudes.

Results and Conclusions

The "camper" profile revealed that the typical nature center day camper is an 8-year old boy who lives in a house in a city and has a pet. He is interested in nature and conservation and credits the nature center for this interest.

The children did better in responding to the cognitive items than the affective items. Little measurable change was detected in the affective areas; the greatest change being shown in the areas of interdependence and cycles. Marlatt concluded that the survey form which she developed and used probably indicates more about the nature center's emphasis than anything else.

A PARTICIPANT OBSERVATION STUDY OF AN OUTDOOR EDUCATION EXPERIENTIAL CURRICULUM EXPERIMENT OPERATING IN A PUBLIC SECONDARY SCHOOL

University Microfilms
Order Number: 77-18, 710

William Harold Martin
Michigan State University
1977

Purpose

The study was designed to provide information about how individuals and groups respond to planned stressful contact with the wilderness environment. A desire is indicated to provide information about how youth behave and what types of organizations promote learning. The study was designed to (1) describe the behavior and interactions among participants, and (2) to explain how that behavior was related to the setting in which it occurred.

Procedure

Data were gathered by Martin's observation of Project Involve, a program designed to deal with potential dropouts, low-achievers, or trouble makers at Herman Melville High School in Stoneham, Rhode Island. The high school was divided into three "houses"; traditional high school in two of the houses and Project Involve in the third. In order to stimulate group formation and promote high initial interest, outdoor activities with an element of adventure and challenge was the unique aspect of the Project Involve curriculum. Martin spent seven months observing and participating in the social, physical, and academic activities of the organization and made extensive observations. He sought data to answer these questions: (1) How do students respond to the curricular activities, the demands and expectations they encounter within the alternative school? (2) What activities, processes and organizational characteristics hold the larger organization together? (3) What are the actual or potentially dysfunctional elements which threaten the organization internally or externally?

Results and Conclusions

The response to the first question is that the students organized themselves into a highly integrated social group. Most junior members became participating members of the group. They largely conformed to the expectations and goals of the teachers and administrators. The second question addressed the problems of uniqueness of the program, heterogeneity of the students, and involvement of a large part of the personality of all members. What held the program together were the rewards, interest, leadership, and group process.

Jeffrey R. Cragg

THE UTILIZATION OF COMMUNITY RESOURCES IN THE ACHIEVEMENT OF EDUCATIONAL OBJECTIVES: A FIELD-EXPERIENCE MODEL FOR HIGHER EDUCATION

University Microfilms
Order Number: 78-11, 904

Harold Daniel Masden
Washington State University
1978

Purpose

The purpose of this study was to marshal and assess the literature relating to field-experiences, to define the area in its totality, to develop a model delineating philosophical premise and role guidelines for field-experience participants, and to significantly add to the body of knowledge and literature that had recently developed in this area of education.

Procedure

The study was descriptive and creative in nature. By comprehensive perusal of the relevant literature, Masden hoped to produce a generalized and viable model for field-experience education placements via inductive reasoning. To achieve this goal, an understanding of the present situation was necessary. This was achieved by gathering a substantial amount of material from books, monographs, fugitive literature, newspapers, college catalogs, personal correspondence with various institutions, periodicals, abstracts, government reports, Dissertation Abstracts International, doctoral dissertations, telephone conversations, and two computer searches. As a part of his analysis Masden grouped his data as favorable positions and unfavorable positions.

Results and Conclusions

Because of the inconsistency of usage of major concepts recorded in the literature, definitions were established for the major terms which were used most frequently. Pertinent points of information were extracted from numerous sources and compiled into a meaningful model. It was concluded that community action programs were characterized by "a charming combination of good will and inefficiency, enthusiasm and casualness, zest and lack of follow through." The programs reviewed were scattered with little formal direction. Efforts for implementing field-experience education were concluded to be piecemeal. It was further concluded that field-experience education did have substantial value in assisting a student to develop if the programs were set up correctly.

Janice M. Pilarczyk

THE EFFECT OF OUTWARD BOUND ON SENSE OF COMPETENCE

University Microfilms
Order Number: 74-11, 326

Robert A. Matthai
Harvard University
1973

Purpose

Robert A. Matthai wished to find out if the Outward Bound experience carried on at one of the centers in the United States would facilitate a sence of competence, speaking in (a) general terms, (b) scholastic terms, and (c) in terms of outdoor skills.

Procedure

Matthai first dealt with Robert White's concept of competence and compared his points to those of Rotter and deCharms. He then explained how they all converged and discussed the conclusions that could then be drawn. Matthai then dealt with the origins and scope of Outward Bound and how it could be expected to affect the "competence of its student."

Matthai then drew a sample of students planning to take part in an Outward Bound course and administered pre- and post-tests to determine the student's competence in the three areas (a) general competence, (b) scholastic competence, and (c) outdoor competence. Self ratings were made by each of the 78 participants before and after the three-week Outward Bound course in which they participated. The course was given at the Hurricane Island, Maine, Outward Bound School.

Results and Conclusions

By examining the data he received from the pre- and post-tests Matthai came to these conclusions: There is a definite increase in personal sense of competence in all three areas. The most dramatic increase was in the outdoor sense of competence among self-admitted non-athletes. Matthai also argued that Outward Bound schools should re-organize and re-define their aims and include altruistic attitudes and an appreciation of nature as a part of their program.

William J. Quinn

A DESCRIPTIVE ANALYSIS OF SELECTED TEACHER/STUDENT BEHAVIORS DURING ADVENTURE ACTIVITY - THE PROGRAM OF OUTDOOR PURSUITS

University Microfilms
Order Number: 7902183

Garth Sherwin McHattie
Ohio State University
1978

Purpose

McHattie wished to describe selected student/teacher behaviors during instructional training sessions and the wilderness field experience. Doing so would enable him to (a) accomplish development of an observation methodology effective in the adventure setting, (b) develop a specific anxiety questionnaire, and (c) examine the relationship of observed behavior to the responses on the questionnaire.

Procedure

McHattie chose as his subjects eight individuals with varied backgrounds in backpacking. The students were observed by nine individuals during indoor instructional sessions and an outdoor weekend backpacking experience. The observers were trained and used interval recording techniques and a coding sheet having singular recording areas for climate, behavior, and interaction.

Results and Conclusions

These were among the findings: (a) Descriptive analysis by trained observers is possible in a wilderness mobile setting; (b) Future discussion instructional behavior was predominant; (c) Sensory instruction was non-existent; (d) Students interacted with each other to a greater degree than with the teacher; (e) Environmental interaction and exploration of natural environment were minimal; (f) Student anxiety dropped following the wilderness area in all areas but first-aid ability.

McHattie found that knowing the patterns of behavior related to the levels of anxiety as well as how the instructional and wilderness time is occupied enables program leaders and teachers to organize and develop better activities and learning environments.

Jane Y. Klep

EDUCATIONAL INFLUENCES OF AN INTERDISCIPLINARY OUTDOOR EDUCATION PROGRAM ON SELECTED HIGH SCHOOL STUDENTS

University Microfilms
Order Number: 7927902

Larry Gene Meadors
The University of Utah
1979

Purpose

Meadors wished to know the effects of an interdisciplinary outdoor education program on student (selected twelfth graders) attitude and cognitive knowledge. He compared the influences of the outdoor program with those of a traditional education approach.

Procedure

Meadors' experiment was conducted at Orem Senior High School in Utah during 1978-79. The experimental group included thirty-five twelfth grade students enrolled in "Unified Studies," containing an interdisciplinary outdoor educational program in which the emphasis was on science and language arts. The control group consisted of thirty-five students enrolled in comparable science and language arts courses in the traditional educational system. Both groups were pre-tested and post-tested.

The students' cognitive knowledge skills were evaluated on the basis of grade point averages and scores in the Comprehensive Test of Basic Skills. The student attitudinal changes were assessed on the basis of four of the components associated with an educational setting: teachers, peers, classroom procedures, and curriculum.

Results and Conclusions

No significant difference was found in cognitive knowledge growth between the programs. Student attitudes toward the educational setting changes positively in the experimental group and negatively in the control group. Finally, a high correlation was found between negative student attitudes and a decline in academic achievement.

Virginia Albertino

AN INTEGRATED-INTERDISCIPLINARY MODEL IN OUTDOOR EDUCATION FOR HIGHER EDUCATION

University Microfilms
Order Number: 8004460

Donald J. Mendence
University of Northern Colorado
1979

Purpose

Mendence's purpose was mainly to develop an integrated-interdisciplinary model in outdoor education for higher education. Construction of the model was based on a dual track concept. One track provided a program in which outdoor education could be integrated into the existing professional teacher education program. A major was established in the second track by incorporating an interdisciplinary studies program.

Procedure

Mendence conducted a computer search based on Bachert's Directory of Outdoor Education Degree Programs in Higher Education. Common and prevalent outdoor education course offerings and patterns were tabulated and interpreted. Also, a library search of previous attempts to develop an interdisciplinary program in outdoor education for teacher education was conducted. The academic structure and course offerings of two accredited teacher institutions were studied for information. A panel of experts reviewed the model. Nationally recognized outdoor education leaders were also included.

Results and Conclusions

An integrated-interdisciplinary model in outdoor education resulted which could serve as a guide for colleges and universities. It contains five broad categories in outdoor education: outdoor recreation; environmental education, outdoor science; outdoor teacher education and conservation education. A listing of courses is included in each of the broad categories. It was recommended that college and universities interested in the concept of outdoor education or in integrating the process into ongoing curricula consider the use of the model.

Barbara Sandhagen

A STUDY OF ENVIRONMENTAL, SOCIAL, AND SELF-CONCEPT ATTITUDE CHANGES IN STUDENTS THROUGH PARTICIPATION IN A SIXTH GRADE CAMP PROGRAM

University Microfilms
Order Number: 7923659

Douglas G. Miller
Saint Louis University
1978

Purpose

The author attempted to determine if a five-day resident outdoor education experience produces significant changes in the environmental attitudes, self-concepts, and social relationships of sixth graders attending the program.

Procedure

One-hundred and twenty sixth-graders attended a five-day resident outdoor education program. Instruments (Fitts Tennessee Self-Concept Scale, the Howat Environmental Orientation Test and the Cockriel Sociometric Analysis) were administered to the students immediately before the experience, on the last day of the program, and about three weeks after the program. These instruments were designed to measure self-concept, social relationships, and environmental attitudes. No control group was used. The resident program included sensory-awareness, adventure-risk, and traditional nature study activities.

Results and Conclusions

The author reported positive changes on all self-concept items. The differences were most noticable between the pre-test and the second post-test, with four of the twelve items showing significant change. No significant change was noted on the first post-test.

The students' environmental attitudes were changed by the experience. Concern about overpopulation increased significantly while general environmental concern decreased significantly. No significant change was noted on environmental responsibility, eco-responsible behavior, or the use/abuse of nature.

Changes in social relationships did occur but were not analyzed statistically. No consistent direction of change was noted. Miller also concluded that students and staff underwent positive sociometric changes after the camping week.

INDEPENDENCE OF JAPANESE KINDERGARTEN CHILDREN ASSOCIATED WITH A FIVE-DAY RESIDENT CAMP

University Microfilms
Order Number: 77-24423

Iida Minoro
Pennsylvania State University
1976

Purpose

This study was intended to examine the independence of Japanese kindergarten children and to learn if a five-day resident camp experience affected the several aspects of independence. The study dealt with the specific area of independence in relation to: 1) the kindergarten, 2) the home, 3) child's sex, 4) birth order, 5) age differences, 6) mother's expectations of independence, 7) friendship status, and 8) camp satisfaction.

Procedure

The author used 95 Japanese kindergarten boys and girls in the treatment group. The control group engaged in activities which focused on: 1) developing independence, 2) learning relationships between living things and environment, and (3) improving interpersonal relationship skills, but did not receive the treatment - the resident camp experience.

The measurement instruments developed and used by the author included the "Kindergarten Independence Rating Scale" and the "Camp Independence Rating Scale". She also used the "Home Independence Rating Scale." The "Sociometric Questionnaire" that was used measured the children's friendship status in camp. Background data were collected on individual and family information, and a "Post Camp Evaluation Questionnaire" was used to measure camp satisfaction. These instruments were administered to both the experimental and control groups prior to the camp experience, and three times afterward, at two weeks, six weeks, and seven months.

Results and Conclusions

The author concluded that a resident camping experience contributes to the development of independence in the kindergarten children. However, home independence is not a predictor of camp independence, and sex, birth order and age differences are unrelated to camp independence. Children who participated in the camp program had mothers with early independence expectations for them, but parental early independence expectations were unrelated to the actual camp independence of their children. The child's popularity was unrelated to camp independence. The children who were independent at camp were more satisfied with the experience than those less independent.

The author concluded: "The most important implication of the camp experience for kindergarten children was recognition that five-year old children can accomplish more than parents, early childhood educators and child psychologists expect."

THE HISTORY OF THE NATURE-STUDY MOVEMENT AND ITS ROLE IN THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION

University Microfilms
Order Number: 8019480

Tyree Goodwin Minton
University of Massachusetts
1980

Purpose

Minton wanted to provide a historical overview of the factors that led to environmental education. His purpose was to (a) trace the historical evolution of environmental education and document the relationships between its several aspects and efforts at reform in American education; and (b) develop a profile of environmental education, its major components, goals and objectives.

Minton wished to test hypotheses that (a) direct links exist between environmental education and the major reform movements in American education, and that (b) nature study prior to 1920 was a pedagogical idea attempting to bring about basic change in education.

Procedure

The usual techniques for writing intellectual history were used. Minton drew his material from books, journals and the records of professional meetings and organized it according to its historical sequence. Minton focused on the intellectual origins of the nature-study movement, the development of natural science materials, and the beginnings of school reform.

Minton makes connections between the aspects of nature-study that are perceived as forerunners of progressive education reform and the prototypes for environmental education.

Results and Conclusions

The result is a historical dissertation that makes interesting reading. In it, Minton traces the origins of environmental education, broadens its foundations, and portrays it as a movement with crucial roles to play in bringing about educational change or reform, and in helping to develop effective communications between the various aspects or components of our political and economic systems. He provides a profile of environmental education theory based on recent literature (1969-1979) and finds support for his hypotheses.

A PATTERN OF CURRICULAR EXPERIENCES IN OUTDOOR EDUCATION

University Microfilms
Order Number: 72-13,324

Sandra Ann Modisett
University of Northern Colorado
1971

Purpose

The aim of the study was two-fold: the first was to develop a course of study in outdoor education for undergraduate, preservice teachers in the field of education. The second aim was to discover the value, and the acceptance or lack of acceptance of outdoor education in college and university education.

Procedure

A survey instrument or opinionnaire was sent to college teachers, principals, supervisors and curriculum directors. The survey asked them to rank-order a list of experiences in the following four catagories: (a) on school site, (b) in the city, (c) all day field trip outside the city, and (d) at a resident outdoor education center. The lists of ordered experiences were judgmentally rated by a jury of professionals in outdoor education, teacher education and curriculum. The Spearman Co-efficient of Rank Correlations was used to analyze the replies from the respondents and the responses received from the jury.

Results and Conclusions

Among the conclusions: (1) A course of study was created by the responses of the teachers and professionals in outdoor education and the professionals in curriculum and teacher education consisting of experiences in the four catagories; school site, in the city, all day field trip, and resident OE center. (2) From those experiences resulted a course in outdoor education for Adams State College. (3) Outdoor education courses are not widely found in colleges and universities. (4) The main reasons for not including outdoor education in colleges and universities curricula were listed as: not enough staff and interest, or the teaching schedules were already too crowded.

Mary Terpstra

RESIDENT SCHOOL CAMPING: A DESCRIPTIVE ANALYSIS

University Microfilms
Order Number: 77-17115

Gary Keith Moore
Ohio State University
1977

Purpose

The purpose of this study was to use applied behavioral analysis techniques to determine if the claims made of the value of resident school camping can be substantiated by behavioral observation. The study compares pre-camp behaviors of the subjects with their at-camp behaviors, and post-camp behaviors.

Procedure

The subjects of this study were eight sixth-grade students, four of whom were classified as behavior problems; and four sixth-grade classroom teachers who also taught at the resident school camp. The observers for the study were six graduate students and two professors from the School of Health, Physical Education and Recreation.

The author developed a set of student and teacher behavior definitions. The reliability of the observation techniques was pre-tested in a pilot study. During a three day resident school camp for all sixth graders from the subject's school, the students' and teachers' behaviors were observed and recorded. Similar observation was done prior to the school camp during classroom instruction. The data were analyzed between camp and school environments as percentage differences between environments. Further analysis was made on instructional, class, meal, free-time/recreation periods between school and camp.

Results and Conclusions

The results of the study indicate that: (1) Students who have behavior problems in school behave better in camp. (2) There is an increased amount of student-waiting in camp. (3) Teachers in camp and in school do not use high rates of positive behavior interactions. (4) Students spend more time in sensory instruction in camp than in school. (5) Children in camp do not spend free-time in activities closely related to instructional pursuits. (6) Teaching techniques in the classroom consist of individual feedback and discussion while the camp method is through sensory instruction. (7) It is possible to define student/teacher behaviors and to record them reliably in the school and camp environments.

FACTORS THAT INFLUENCE ELEMENTARY TEACHERS IN ONE SCHOOL DISTRICT OF NEW BRUNSWICK (CANADA) TO USE OUTDOOR EDUCATION AS A TEACHING METHOD

University Microfilms
Order Number: 8201932

James Thomas Morrisey
University of Maine
1980

Purpose

Why do some elementary teachers use the outdoors and other not? What factors tend to encourage outdoor education and what factors discourage it? This study was developed to determine if relationships exist between elementary teachers use of outdoor education and their background characteristics. Morrisey also wanted to know if there was a relationship between the use of outdoor education by teachers and their perceptions of the support given it by their principals.

Procedure

The largest school district in New Brunswick, Canada, was selected for use in the study. It contained 23 elementary schools from which 233 teachers were selected for the study. The University of New Brunswick had offered an environmental science course in this district in the summers 1975 through 1979.

An inventory adapted from one used by Chase in 1968 was used. It contains four parts pertaining to (a) personal background items, (b) teacher attitudes toward outdoor education items, (c) perceptions of the principal's support for outdoor education, and (d) impression of own and colleagues use of outdoor education. Principals completed an inventory and helped in distributing and collecting the inventories.

Results and Conclusions

Fifty-one of the 233 teachers and six of the 23 principals reported themselves as outdoor education users.

A number of relationships were found between outdoor use and attitudes. Factors such as recency of college credit courses and involvement with the outdoors on a recreational basis were also significant. There was a significant relationship found between about one-half of the attitude items toward outdoor education and use. The most important factor, however, appeared to be the teachers' perception of the principal's attitude about the use of the outdoors in teaching. The principal's support is very important.

THE INFLUENCE OF A WINTER INTERDISCIPLINARY OUTDOOR EDUCATION PROGRAM ON MIDDLE SCHOOL STUDENTS' ATTITUDES AND KNOWLEDGE ABOUT THE OUTDOORS

University Microfilms
Order Number: 8102798

Carol Sue Morton
The University of Akron
1981

Purpose

This is an attempt to provide evidence that a winter resident outdoor education program affects middle school student's attitudes and knowledge about the outdoors. Morton hypothesized that there will be greater gains in outdoor attitude and knowledge scores (pre-test to post-test) among students receiving a winter ROE experience as compared to students in a control group. She believed that the importance of understanding the outdoor environment was becoming more important and that ROE experiences could aid in this regard and at the same time increase learning in the subject areas.

Procedure

A pre-test, post-test non-equivalent control design was used. Students in the experimental and control groups were intact groups within a middle school. Four homeroom groups (N=166) were assigned to the experimental group and they attended camp in January. The two control homerooms (N=87) attended camp later. The Millward-Ginter Outdoor Attitude Inventory was administered to both groups on a pre- and post- basis. Statistical analyses were made using SPSS and applying *t* tests.

Results and Conclusions

Evidence was found to support Morton's hypothesis of greater gains by the experimental group. Significant differences were also found in the experimental group on several of the Inventory items. Morton concluded that the instrument and the experience provided significant empirical evidence that a winter interdisciplinary outdoor education program improves attitudes and knowledge about the outdoors.

PARTICIPATION AND NONPARTICIPATION IN INTERPRETATION: A STUDY OF PEOPLE, PLACES AND ACTIVITIES

University Microfilms
Order Number: 7919090

Gary Wayne Mullins
Texas A & M University
1979

Purpose

Gary Mullins, a student in Recreation and Resources Development, wished to learn if people who (1) visited a national park recently were different in certain social respects from people who had not visited a park, and (2) if those who participate in the interpretive programs are different from those who do not participate in such programs. He wanted to study the relationships between participation in interpretive activities and social characteristics or attributes and to identify certain empirical regularities regarding people, their sense of recreational places and the activities in which they engage.

Procedure

Subjects from three regions of the United States were polled (using telephone or a mail-back questionnaire) to learn of their visitation to a park, what they did when at the park, and certain social preferences or situations. Subjects were selected from telephone lists. Statistical analyses were made of the responses.

Results and Conclusions

In the area (Southern Rocky Mountain Region) in which a mail-back questionnaire was used, 778 questionnaires were obtained. Mullins found a number of "social aggregate" characteristics to be significant in discriminating between park visitors and nonvisitors. Among them: education, number in household, income and occupation. Participation or non-participation in interpretive programs was not discriminated by the social aggregate variables.

In one area, however, a significant difference was found between participation and length of residence in the state. Several of the social group and place variables did discriminate.

Mullins recommended that these results be examined and utilized by persons planning park facilities and interpretive programs.

SELF-CONCEPT CHANGES IN LOW SOCIO-ECONOMIC CHILDREN AS A FUNCTION OF DECENTRALIZED, RESIDENTIAL CAMPING EXPERIENCES

University Microfilms
Order Number: 76-27, 338

Edward J. Murphy
Rutgers University
1976

Purpose

To experimentally investigate the effect of the decentralized camping experience on the self-concept of children of a low socio-economic background.

To explore the use of camping as a supplemental service to children under the Aid to Families with Dependent Children (A.D.C.) Act.

To examine the relationship (if any) between self-concept and (a) low socio-economic status, (b) urban origins and similar conditions.

To aid in the formation of a "new camp psychology.

Procedure

The sample included 267 children (211 A.D.C. children at camp for two weeks, 30 fee-paying children at camp for two weeks and 26 children at camp for four weeks) attending four "decentralized camps." A control group of 24 A.D.C. children was also employed.

The measurement instruments employed included the Piers-Harris Children's Self-Concept Scale and the Draw-a-Person Test. Both instruments were administered the second day of camp (pre-test) and the next to last day of camp (post-test). To reduce the negative effects of low-reading levels the tests were read to the participants. This was administered near the end of the camp session. Sociometric data were obtained by orally administering a number of sociometric choice questions which related to the other students in their group.

Results and Conclusions

(1) Significant differences were found between the subjects and the control in positive changes in self-concept. (2) Though no significant difference could be found there appeared to be a tendency toward increased positive change in self-concept as time spent at the camp was increased. (3) No significant difference was found relative to race, age, ethnic background, sex or socioeconomic background.

It was concluded that decentralized camping seems to produce positive changes in self-concept in children regardless of socioeconomic background and that self-concept measures can be used to evaluate camping programs.

AN ATTEMPT TO DEVELOP A CABIN COUNSELOR SELECTION MODEL FOR USE IN RESIDENT OUTDOOR EDUCATION PROGRAMS USING THE PERCEPTION BASED THEORY

University Microfilms
Order Number: 7908294

John Scofield Murphy
Saint Louis University
1978

Purpose

Murphy was concerned with the selection of "cabin counselors" for resident outdoor education programs and set out to develop a "selection model." He felt that the means being used to select cabin counselors could be improved through the development of such a model.

Procedure

An extensive review was made of the literature pertaining to counselor selection. As a result, Murphy decided to use the Perception-Based Model of program evaluation in developing his own cabin counselor model.

The schools in a suburban St. Louis school district were used as participants in the study. Eighteen elementary schools, five junior high schools, and four senior high schools were involved. The attitudes and perceptions of 329 camp counselors concerning the district's sixth grade resident program were studied and each respondent offered opinions on statements about needed qualities in "good" cabin counselors.

Results and Conclusions

There seemed to be considerable agreement about the qualities needed in a "good" cabin counselor. Each group perceived the quality of dependability as being extremely important.

The revised selection model was considered more perceptually oriented than the approach being used by the school district. The design of this model was considered appropriate for use by other districts having a resident program.

Murphy recommends that schools with a ROE program adopt his cabin counselor selection model, that program directors be informed about it, and that an evaluation instrument be developed to learn how effective it is.

THE ASSOCIATION BETWEEN LEADERSHIP COMPONENTS OF THE RESIDENT CAMP EXPERIENCE AND CAMPER DEVELOPMENT IN SELF-CONCEPT, INTERPERSONAL AFFECT AND ENVIRONMENTAL ATTITUDE

University Microfilms
Order Number: 78-12, 066

Judith Lay Myers
Pennsylvania State University
1978

Purpose

Myers attempted to identify those leadership components evidenced in resident camp counselors, administrators and supervisors which most influenced camper development in self-concept, interpersonal relationships among the campers, and campers environmental attitudes.

Procedure

Myers' study was conducted at residential camps in New Jersey, Vermont, Connecticut and New Hampshire. The camps were chosen from ACA lists and participation was based on willingness to cooperate by parents, children, counselors and administrators. The children were pre- and post-tested as to their self concepts, interpersonal affect and environmental attitude. The counselors were pre- and post-tested in the areas of leadership attitudes and behaviors in areas such as job performance appraisal.

There were three data collecting periods for the seven camps involved, one at the opening of the camp season. The data were gathered by using a camper background information questionnaire, The Piers-Harris Children's Self Concept Scale, The Bovard InterPersonal Affect Scale and the Millward-Ginter Outdoor Attitude Inventory.

Results and Conclusions

Myers found that there is an association between certain leadership components of the resident camp experience and productivity in terms of camper development. It was also concluded that the resident camp as a behavorial setting facilitates human growth and development in the areas of self-concept and environmental attitude, but does not appear to foster more positive interpersonal interactions between campers. Myers also found that camper background and individual differences between campers affects their attitudes about themselves and the natural environment.

Deborah A. Willis

THE INFLUENCE OF AN OUTWARD BOUND PROGRAM ON THE SELF-CONCEPT OF THE PARTICIPANTS

University Microfilms
Order Number: 76-15, 854

Robert Patterson Nye
Temple University
1975

Purpose

Nye wanted to know if an Outward Bound Program had any effect on the participant's self-concept, and if so, to what extent.

Procedure

The instrument used for all pre-, post-, and follow-up tests was the Tennessee Self-Concept Scale which consists of 100 self descriptive statements. The subjects were asked to read each item and decide if it was true or false, based on a five point scale, pertaining to him/herself. The experimental group consisted of 84 people (38 males, 46 females) who were beginning work on a 24 day course (July, 1974 in North Carolina). The comparison group consisted of 78 people (50 males, 28 females) from West Chester High School, West Chester, Pennsylvania. They were students going to summer school for extra credit, not to make up incompletes or failures. The experimental group was tested on the day of arrival and departure. The comparison group was tested on similar days. The follow-up was given three months later through the mail, and the return rate was 71% for the experimental group and 64% for the comparison group. The instructors also filled out an evaluation of each participant, and it provided a comparison to the test scores.

Results and Conclusions

The reason for the study was to determine what effects, if any, an Outward Bound Program had on the participants' self-concept and, if so, to what extent. It seems that the students who participated in the Outward Bound Program did show a large increase in self-concept scores that lasted over a three month period. There is also the possibility that this growth continued after the three month period.

Lisa Sue Bernberg

A COMPARATIVE STUDY OF AN INDOOR-OUTDOOR LABORATORY METHOD WITH A TRADITIONAL METHOD OF TEACHING ECOLOGY IN A SECONDARY SCHOOL IN NIGERIA

University Microfilms
Order Number: DA8206179

Lot Oloruntobe Oloke
University of Northern Colorado
1981

Purpose

This study deals with whether or not using "indoor-outdoor ecology investigations" makes a difference as compared to traditional approaches. It is a study comparing the effect of two different approaches to the teaching of ecology to secondary students in Nigeria and deals with cognitive achievement and attitude. Hypotheses include there being no difference in (a) ecological concepts acquired and (b) environmental attitudes acquired, between students taught using traditional instruction and those receiving the modified laboratory approach.

Procedure

Two classes (69 students) made up the experimental group and two classes (65 students) made up the control group. Both groups were pre- and post-tested using an ecological concept achievement test and the Billings' Environmental Assessment Instrument.

The treatment extended for a period of ten weeks with students in the experimental group being taught a course of ecology using indoor and outdoor investigations and the control group receiving traditional instruction based on the national curriculum.

Results and Conclusions

The experimental group scored significantly higher than the control group on the cognitive post-test. There was no significant difference between the groups on the attitudes instrument. The findings indicate that the approach to teaching ecology using the experimental treatment is more effective than the traditional method in producing cognitive gain and, at least as effective in promoting a positive ecological attitude. The author provides several recommendations to improve the biology curriculum, of which ecology is a part, in Nigerian high schools.

84

A TRANSACTIONAL ANALYSIS GROUP PROGRAM DESIGNED TO INCREASE THE SELF-ACTUALIZATION OF ADOLESCENT MALES IN A RESIDENT CAMP SETTING AS MEASURED BY THE PERSONAL ORIENTATION INVENTORY

University Microfilms
Order Number: 77-25, 545

Michael Papantones
George Washington University
1977

Purpose

Papantones wanted to discover if the use of Transactional Analysis was an effective method of increasing self-actualization when used with adolescent males in a resident camp setting.

Procedure

The study was quasi-experimental in design in that a population was used which had already been chosen and assigned to specific camp sessions. The control group consisted of 84 campers and the experimental group, 79. The boys were drawn from throughout Prince George County in Southern Maryland and attended a five-day resident camp program at Andrews Air Force Base.

The control group took part in group sessions with their team leaders while the experimental group took part in Transactional Analysis Group Program sessions. They were pre- and post-tested using the Personal Orientation Inventory (a device used to measure self-actualization). A follow-up survey was mailed to the experimental group to evaluate the effects of the Transactional Analysis Group Program once they had an opportunity to return to their home and school setting.

Results and Conclusions

The statistical analysis provided no basis for assuming that the Transactional Analysis Group Program will increase the self-actualization scores of campers. Both groups improved about the same; however, the follow-up response to the questionnaire sent to the campers indicated that they felt they had gained much valuable knowledge from their experience. Papantones suggested that the short duration of the program may have influenced this result, and recommended that further study during a longer time span be instituted.

Deborah A. Willis

THE UTILIZATION OF FIELD TRIPS AND SOUND FILM SIMULATIONS TO EFFECT STUDENT COGNITION AND CONCEPT DEVELOPMENT

University Microfilms
Order Number: 72-799

Richard Oakes Peters
University of Rochester
1971

Purpose

The purpose of Peters' study was to compare the effect of a field trip program with the effect of simulated sound film excursions on cognition and concept development in environmental education. He hypothesized that there would be no difference.

Procedure

The study was conducted at King Junior High School, Portland, Maine. Sixty students were randomly chosen and placed into two groups: X and Y.

Group X toured three different facilities or industries while group Y viewed Sim-Tour sound film simulations of the same places. These films were made during an earlier tour. A factual recall test and a concep. principle questionnaire were given to each group after completion of the field trips.

The "t" test analysis was applied to learn if the difference of performance between the X group and the Y group on the test and the questionnaire were significant.

Results and Conclusions

No significant difference was found between groups X and Y on the recall tests and the concepts-principles questionnaires.

Peters concluded that students may remain in the classroom and gain exposure to the community with sound film simulations as effectively as through a field trip. Peters stated that the ideal situation would be to blend field trips and sound film simulations; thus providing direct exposure which would supplement sound film simulations.

Karen Lynn Heinsohn

COLLEGE AND UNIVERSITY OUTDOOR EDUCATION CENTERS..... PRESENT STATUS AND RECOMMENDATIONS FOR THE FUTURE

University Microfilms
Order Number: 73-4323

Diane Carol Pick
Indiana University
1972

Purpose

This study was devised to learn the current status of existing college and university outdoor education centers. A second purpose was concerned with determining the ideal function of such a center. The study was done with hope that trends or agreements could be noted that would prove useful to those institutions currently developing centers, as well as those schools now supporting centers. The study might also help familiarize future teachers with outdoor environmental education methods.

Procedure

The problem was approached by using a questionnaire to determine the current status of existing college and university outdoor education centers. A jury of experts in the field was used to formulate recommendations for the future administration and use of such centers. The sub-problems were:

1. Determine which colleges and universities were operating outdoor education centers.
2. Determine the background, facilities, personnel, use, function, and future goals of major outdoor education centers of colleges and universities.
3. Determine, with the assistance of a jury of experts, the ideal administration and use of college or university outdoor education center.
4. Formulate recommendations for the future administration and use of college and university outdoor education centers.

Results and Conclusions

The following are general conclusions reached in this study: (1) Outdoor education centers are seen as important in providing concrete experiences in the natural environment as a part of outdoor education curriculums. (2) Few colleges or universities in the United States have developed outdoor education centers that meet the qualifications established by this study for a major outdoor education center. (3) There is no trend as to the type or size of colleges or universities having major outdoor education centers. (4) Center directors were much stronger in their agreement or disagreement to statements pertaining to an ideal center than were the jurors.

Barbara Anderson

THE EXTENT OF INFLUENCE OF LLOYD BURGESS SHARP AS IDENTIFIED IN THE LIVES AND PROFESSIONAL CAREERS OF SELECTED EDUCATORS AND YOUTH LEADERS

University Microfilms
Order Number: 7907494

Ivonne Piercy
University of Oregon
1978

Purpose

Piercy's aim was to examine the extent of influence of Lloyd Burgess Sharp as identified in the lives and professional careers of selected educators and youth leaders, and to provide valuable historical information for future application.

Procedure

The methodology Piercy used was descriptive. She utilized survey and library research techniques in gathering data. Piercy's selection of subjects was through questionnaire and each met the following criteria:

1) Subject was professionally acquainted with L. B. Sharp over an extended period of time.
2) Subject was pursuing or pursued a full time professional career as an educator or youth leader.
3) Subject was willing to complete the questionnaire.

Results and Conclusions

According to questionnaires received from the subjects, Sharp's influence on the subjects was least in the area of education: above average influence in outdoor education and in youth programs; and average influence in organized camping. Sharp's influence in teaching/leading style and philosophy of professional area was great or above average. His publication and legislation activities had the least influence on the subjects.

HIGH ADVENTURE PROGRAMS AND THE LAW: AN ANALYSIS OF SELECTED LEGAL ISSUES

University Microfilms
Order Number: DA 8211065

Lawrence Joseph Prochazka
The University of Utah
1981

Purpose

This study addresses a concern of many in the field, the legal issues related to sponsorship of high adventure programs. The purpose was to review the legal issues and to develop from them safety guidelines which could be used by leaders and organizers of such programs.

Procedure

Legal encyclopedias, law texts and treatises, and the other literature were examined and reviewed to obtain perspective on the specific legalities of interest to adventure programming. The concepts of safety and reasonableness were closely examined and they were used in the development of guidelines having to do with planning, instruction and preparation, and the actual on-site activity phases of the high adventure program.

Results and Conclusions

A set of guidelines governing the behavior of those involved in high adventure programs is the most usable outcome of this study. These general conclusions were among those reached in their development:

1. In the case of an injury, litigation is most likely to occur where:
   a. instruction was inadequate,
   b. the activity was not taught progressively,
   c. participants were forced to complete an activity against their will,
   d. hazardous conditions existed that should have been foreseen or avoided by the leader,
   e. participants had not been informed of the risks and hazards.
2. The standard of care and the degree of supervision required increases as the risk of injury increases.
3. Traditional defenses of contributory negligence have been weakened.
4. Courts have resisted applying strict liability concepts to professionals and non-professionals rendering a service.
5. It is erroneous to refer to high adventure activities as high risk activities.

"OUTWARD BOUND" IN AN URBAN SCHOOL SYSTEM: A CASE HISTORY AND ANALYSIS OF AN URBAN SCHOOL SYSTEM'S FIVE-YEAR ASSOCIATION WITH THE "OUTWARD BOUND" CONCEPT OF ADVENTURE EDUCATION

University Microfilms
Order Number:77-21, 031

Albert Lee Reinsch
Washington University
1977

Purpose

In this historical analysis, Reinsch reviews the attempt to institutionalize an Outward Bound type of program within the St. Louis Schools, over a five-year period. He attempts to isolate and assess the main factors that affected the success of the program, thereby assisting those who might attempt the implementation of such a program in the future.

Procedure

Reinsch, a high school administrator in the St. Louis School System during the five-year period, obtained access to correspondence files, meeting minutes, written proposals and reports. He conducted interviews with those persons who could make informed contributions. From this information he compiled a condensed retrospective analysis which became the results and conclusion of his dissertation.

Results and Conclusions

Although much was accomplished, the actual institutionalization of the program failed. Listed below are the primary reasons for its failure:

1. Inadequate or Unstable Financial Base
   a. No incentive was provided for the writing of a long-term comprehensive proposal.
   b. Without adequate funds it was impossible to train or pay permanent staff, or to purchase and maintain necessary equipment.
2. Personnel
   a. Because of the volunteer status, leadership represented a heavy burden.
   b. Continuity was poor due to teacher transfers, resulting in trained individuals often leaving the program.
3. School Attitudes, Policies, and Plans
   a. Bureaucratic reluctance to back a program involving risk was present.
   b. No internal funds were provided and no time allotment was given for proposal writing or grant solicitation.
   c. Poor planning among student and faculty participants was common.
4. Subject Knowledge
   a. The School System relied on outsiders for training and leadership for too long.
   b. Most teachers who were involved were trained in a different locale thereby limiting their usefulness in the Missouri/Ozark area.

THE PROBLEM OF INDIVIDUAL CHANGE IN OUTWARD BOUND: AN APPLICATION OF CHANGE AND TRANSFER THEORY

University Microfilms
Order Number: 73-6703

John Stewart Rhoades
University of Massachusetts
1972

Purpose

Rhoades' purposes were: 1) to show how Outward Bound represents a positive correlation to the theories and processes of planned change, and 2) to examine parallels between Outward Bound and the theories of organizational development and human relations training.

Procedure

Rhoades' study analyzes the Outward Bound program based upon the three-step model for planned change developed by Lewis and Schein. Each step is placed in the context of the Outward Bound program together with the mechanism for change as follows: 1) creating the motivation to change (unfreezing), 2) developing new responses based on new information (changing), 3) stabilizing and integrating the changes (refreezing). A number of models were presented to develop a conceptual framework for the process of change and the factors which seem to influence human behavior and motivation.

Results and Conclusions

In this study it was found that based on Outward Bound's philosophy, educational processes, and historical background, the program can be characterized as "a process for individual change in the areas of attitude, perceptions, values, beliefs, and behaviors." It is possible to draw parallels with the Outward Bound program and the Lewis-Schein three step model for change with the change process concentrated mainly on the first two stages.

David R. Pence

THE MUSEUM AS A LEARNING ENVIRONMENT: A MODEL FOR THE ANALYSIS AND PLANNING OF MUSEUM EDUCATION PROGRAMS

University Microfilms
Order Number: 7815989

Thomas Andrew Rhodes
Memphis State University
1978

Purpose

Rhodes proposed to produce a model of museum educational situations derived from literature of museum professionals and from related material from the field of professional education. He also wanted to develop a view of the contemporary state of museum education and provide a model for the planning and evaluation of museum education programs.

Procedure

The model developed in this study is descriptive of a variety of conditions and their interactions, basically macrosystemic rather than microsystemic, and focused on a schematic of museum educational decision making processes in general. In order to achieve a concise expression of concepts and relationships to be incorporated into the proposed model, the major descriptive areas of the museum educational situation, (a) learner, (b) educator, and (c) environment were analyzed.

The model was an attempt to schematically relate various categories of input, the professional activities of the museum staff, and the resultant exhibits and programs. The model introduced the museum education department as an important part of the design and evaluation process.

Results and Conclusions

It was concluded that unlike most educational institutions in this country, the museums have been very slow to standardize their educational product. The model allows for a multitude of specific variations in order to be useful to as many museums as possible. The model proposed is a general tool which may be used by museum educators to develop programs and exhibits of educational value. It was also concluded that in museum education, attention must be given to areas of special influence, i.e. local input, general input, and input by museum governance. These conclusions suggest a need for further work in the adaptation of educational thought to the use of the museum as an educational institution.

Janice M. Pilarczyk

A STUDY OF FIELD TRIP EXPERIENCE BY FIFTH AND SIXTH GRADERS AT AN OUTDOOR HISTORY MUSEUM AND ITS EFFECT UPON KNOWLEDGE OF AND ATTITUDE TOWARD HISTORICAL TOPICS

University Microfilms
Order Number: 78-6143

Leslie Perfect Ricklin
University of Connecticut
1977

Purpose

The purpose of Ricklin's study was to determine if there was any difference in achievement of objectives of school social studies by students who visited an outdoor history museum and those who had not. Student's knowledge of and attitude toward selected historical topics were dealt with. Also under consideration within the museum visitation group were additional variables concerning the type of education experience to which they were treated such as: walk-about under no guidance, hands-on, and guided/hands-on experiences.

Procedure

The experiment was conducted at Old Sturbridge Village in Sturbridge, Massachusetts. Sturbridge Village is an interpretive village depicting early nineteenth century New England rural life. The population under study consisted of 521 fifth and sixth grade students from urban, suburban, and rural communities. Three hundred thirty-three students served as the experimental group. The remaining 188 had no museum visitation and acted as the control.

Knowledge and attitude measurement was accomplished by a pre- and post-test of two parts. The first part was a multiple choice test which measured the students' knowledge of the historical period represented by Sturbridge. The second part consisted of items which measured students' attitudes relating to life during the period. Content validity for both measures was established by education experts at the Village.

Results and Conclusions

The author found that on the attitude instrument there was no significant difference between those students who visited the museum and those who did not. However, within the experimental group those receiving the guided/hands-on experience had the greatest attitude change, followed in order by the hands-on and the walk-about experience. The knowledge instrument showed no significant difference between those students who visited the museum and those who did not. Among those involved in the visitation, there was no significant difference in knowledge between the guided/hands-on, hands-on, and walk-about groups.

Thomas M. Lange

PERCEPTIONS OF SELECTED OUTDOOR RECREATIONAL ACTIVITIES AND THEIR SEX-APPROPRIATENESS BY PHYSICAL EDUCATION AND RECREATION MAJORS

University Microfilms
Order Number: 7907499

Susan Elaine Rogers
University of Oregon
1978

Purpose

The Rogers' study proposes to explore the perception of sex-appropriateness as a possible variable which contributes to sex differences in leisure activity, particularly those in the outdoors, i.e., archery, backpacking, skiing, fishing, gardening, hunting, nature study, rock climbing.

Procedure

University seniors majoring in physical education or recreation made up the group used in the study. These students were selected from four different census regions in the United States and asked to complete a questionnaire. The questionnaire was developed by choosing activities according to variety of types of activity, use in previous research, and familiarity to subjects from the four geographical regions.

A pilot study was completed first, then the questionnaire was revised and administered to the sample group.

Results and Conclusions

In the three areas that Rogers studied these were among her conclusions:

1. Perceptions of the Activities - both male and female subjects in either major (physical education or recreation) rated all activities as being male stereotyped traits.
2. Perceptions of the Sex Appropriateness of the Activities - the only difference found was for rock climbing. Females rated rock climbing more appropriate for males than males rated it for males.
3. Preferences for the Activities - the most preferred activity for both participation and teaching was backpacking. The least preferred for both was hunting.

Rogers concludes that leisure activities need to be examined through objective research to learn more about the possible existence of sex stereotyping.

Karen Lynn Heinsohn

THE INFLUENCE OF IN-SERVICE TEACHER TRAINING ON STUDENTS' COGNITIVE AND AFFECTIVE GROWTH DURING A RESIDENTIAL PROGRAM IN ENVIRONMENTAL EDUCATION

University Microfilms
Order Number: 8108243

Michael John Schoenfeld
University of Northern Colorado
1980

Purpose

This study was designed to learn the effect of teacher inservice training programs upon the students who participate in a resident program in environmental education. Schoenfeld wanted to determine if a student taught by teachers who were inserviced before the resident program performed differently than students whose teachers were not trained through in-service.

Procedure

A total of 342 students, 238 in the control group and 104 in the experimental group, were involved. Both groups participated in the residential environmental education program of one week provided by the University of Nevada's S Bar S Field Laboratory.

Pre-tests and post-tests dealing with the affective and cognitive domains were used. Cognitive items dealt with plants, animals, soils, weather, compasses, ecology and similar topics. The attitudinal items consisted of items pertaining to feelings about field trips and about environmental situations.

The treatment consisted of an inservice training session for the teachers of the students in the experimental group.

Results and Conclusions

The statistical analysis revealed no significant differences between the two groups in gain scores on either the cognitive or affective items. In fact, the control group's post-test score was significantly higher than the experimental group's post-test score.

These results indicate that the inservice training sessions that were provided were not sufficient to result in measurable differences in students. Schoenfeld concluded that more in-depth training was needed to achieve change. It was also revealed that a large portion of the teachers in the control group has participated in this program in previous years and the ease with which they approached the situation and material was evident. This prior experience evidently made up for their not receiving the inservice.

AN ANALYSIS OF THE IMPACT OF OUTWARD BOUND IN TWELVE HIGH SCHOOLS

University Microfilms
Order Number: 73-6722

Joseph Rodgers Schulze
University of Massachusetts
1972

Purpose

The purpose of this study was to describe and analyze in some detail the effect of Outward Bound on twelve high schools in the United States.

Procedure

Schulze visited and observed various classes and "Outward Bound" type programs, held discussions with administrators, teachers, students, parents, and Outward Bound Directors and staff. He also sent questionnaires to participating schools in an attempt to gather further perceptions about the impact and effectiveness of the programs.

The schools used in the study were selected primarily because they represent a cross-section of schools involved to some degree with Outward Bound.

Results and Conclusions

Outward Bound programs implemented in a school seem to serve as a catalyst and raise questions about the usual educational programs of many schools. Schulze found that Outward Bound programs have served to stimulate some schools and teachers into the process of the self-examination and evaluation. He also found out that Outward Bound has legitimized and provided sanction for the notion of "learning by doing." Schulze also concluded that Outward Bound also brought opposing factions together, and gave students and teachers the sense of accomplishment and reward.

Schulze's bottom line appears to be that even though the Outward Bound function can be interpreted and viewed from many levels, it now serves as a significant force in our educational system.

David Allen Wager

FACTORS TO BE CONSIDERED IN DEVELOPING RESOURCES FOR RESIDENT CENTERS FOR OUTDOOR/ENVIRONMENTAL EDUCATION

University Microfilms
Order Number: 75-20,229

Andrew L. Sim, Jr.
Columbia University
1975

Purpose

The purpose of this dissertation was to provide information for those involved with resident center outdoor or environmental education programs. It should also be helpful to school administrators who have plans to rent or construct facilities and to owners of camps who may renovate for outdoor/environmental education resident center programs.

Procedure

The writer reviewed literature relative to the rationale for environmental education, types of programs, and plant planning as related to environmental education resident centers. Opinionnaires were sent to people who own, operate, direct, and/or are knowledgeable about environmental education resident centers. Visitations provided suggestions by individuals at centers and observations by the author. Attendance at educational conferences and conventions provided additional input. Information was then analyzed and compiled. The author is serving in the capacity of an educational consultant.

Results and Conclusions

The writer presents certain key considerations for developing an environmental education resident center. Form and function are necessarily interrelated. The land area should provide one acre per child at maximum usage and contain a diversity of habitats. Provisions for the handicapped should be planned and a first aid facility included. Particular care must be made for the dining area and all government codes must be followed. He also recommends that American Camping Association standards be adhered to. Ease of maintenance should be considered in the construction of the center. Sleeping units and washroom facilities will be dictated by individual preference and climate. Indoor teaching areas should be space protected from inclement weather for reading, research, laboratory examination and other instructional purposes, but most learning should take place in the out-of-doors.

Sally Kendrick

AN INVESTIGATION OF THE EFFECTS OF AN OUTWARD BOUND EXPERIENCE ON SELECTED PERSONALITY FACTORS AND BEHAVIORS OF HIGH SCHOOL JUNIORS

University Microfilms
Order Number: 72-8601

Mary Anne Wakefield Smith
University of Oregon
1971

Purpose

The purpose of this study was (1) to determine the extent that selected personality factors change in young men and women 16 and 17 years old as a result of a three-week Outward Bound experience and (2) to learn the extent of change occurring in such behaviors during school attendance.

Procedure

Subjects for this study were juniors selected randomly from Winston Churchill High School in Eugene, Oregon. Twenty-five boys and 25 girls were used for the experimental group while 35 boys and 35 girls were used for the control group.

Two personality test instruments were used (and were administered to both groups both before and after the treatment, which consisted of the Outward Bound experience). The tests were given and comparisons were made for both groups, comparing the first semester of the students junior and senior years. During the senior year, the students were again tested and rated on the scales of self-confidence, perseverance and the ability to get along with others. This rating was done by their teachers.

Comparisons were also made with general regard to sex.

Results and Conclusions

The following results came from the study:

1. Selected personality factors of young men seem to have been changed significantly by Outward Bound training. There was no change in young women. These significant changes in personality were no longer noticed seven months after treatment, indicating that they are transitory.
2. The daily attendance records of the experimental group improved significantly, indicating that the students learned how to endure negative experiences and negative experiences contribute to poor attendance in school.
3. The grade point average of the students appeared to improve, but not significantly, as a result of the Outward Bound training.
4. There was no measured significant change in the behavior qualities of the students, i.e., self-confidence, perseverance and the ability to get along with others.
5. The areas that did show slight levels of significance indicate that young male students score slightly higher than the young females.

Brian Harvey

THE RELATIONSHIP BETWEEN ENVIRONMENTAL CONCERN AND PARTICIPATION IN A SELECTED HIGH ADVENTURE PROGRAM

University Microfilms
Order Number: 8120142

Roger James Spacht
Indiana University
1980

Purpose

Is there a relationship between having been a participant in a high adventure program and concern about environmental quality? Spacht's study deals with this question. It also deals with the connection (if any) between the environmental concern of the participants of adventure courses and demographic type variables such as sex, race, age, and high school grade average.

Procedure

The Underway Program at Southern Illinois University, Carbondale, was used by Spacht as his "high adventure program." Ninety-two of the program's participants were asked to participate in the study by completing opinionniares and information sheets. The students were of high school age.

Instruments used in the study included the Weigel and Weigel Environmental Concern Scale (16 Likert scale items measuring concern about environmental quality) and a student information sheet. These were administered just before and just after the adventure program which lasted three days in the case of some participants and five days in the case of others. Analysis of Variance and other statistics were used.

Results and Conclusions

Mean scores on the Environmental Concern Scale increased from the pretest to the post-test following participation in the high adventure program. There was also significant differences in the changes that took place in the level of environmental concern when considering the variables of race, age of participant and school background (parochial/private).

Spact concluded that participation in a high adventure program does increase a person's concern for the environment and that such programs may prove useful to agencies as a means of developing the environmental ethic of outdoor users.

A STUDY OF THE RELATIONSHIP BETWEEN PARTICIPATION IN AN OUTWARD BOUND PROGRAM AND CHANGES IN SELF-ESTEEM AND LOCUS OF CONTROL

University Microfilms
Order Number: 77-27, 014

Robert Henry Stremba
Indiana University
1977

Purpose

The purpose of this study was to investigate the effects of a 23-day Outward Bound course on changes in participants' levels of self-esteem and locus of control. Outward Bound objectives concerning increased self-respect and self-confidence were considered to be appropriately related to the hypotheses of the study and it was hoped that this study could be of some evaluative use to the Outward Bound program.

Procedure

An Outward Bound treatment group of 13 students was compared to a non-treatment comparison group of 27 students. The Outward Bound course was run in the Gila Wilderness of Southwestern New Mexico in the summer of 1976. Both groups received pre-tests and post-tests consisting of the Index of Adjustment and Values, to measure changes in self-esteem, and Rotter's Internality-Externality Scale to measure changes in locus of control. Five hypotheses were tested to determine if there were significant differences on these variables.

Results and Conclusions

The findings showed a significant difference on one component of self-esteem, concept-of-self, in favor of the Outward Bound treatment group, but significant differences were not found on the components of self-acceptance, concept of ideal-self, and the discrepancy between concept-of-self and concept of ideal-self. A significant difference also was not found for locus of control.

The small sample size used in this study is a limitation to consider in regard to generalization beyond this Outward Bound course.

Mary Louise Wilson

OUTDOOR LEADERSHIP COMPETENCIES IDENTIFIED BY OUTDOOR LEADERS IN FIVE WESTERN REGIONS

University Microfilms
Order Number: 8201868

Michael Jay Swiderski
University of Oregon
1981

Purpose

This is an attempt to arrive at the competencies necessary for outdoor leadership in the five western Forest Service regions of the United States. Swiderski also wanted to learn if outdoor leaders in these regions agreed on the essential outdoor leadership competencies.

Procedure

A review was made of the literature, competency-based teacher education manuals were examined, and outdoor specialists were consulted and they provided the basis for developing a preliminary or comprehensive list of competencies.

The preliminary list was used in developing a questionnaire in which outdoor leaders of the region were asked to rate (using a Likert scale) some fifty competencies as to their importance. About 150 outdoor leaders responded and completed the questionnaire.

Means were calculated for each competency statement and for the total list from each region. This provided a way to rank order the competencies according to importance and to learn if the respondents in one region rated the entire list higher than those in another region. Analysis of variance was used to determine if differences existed in the rankings by variables such as location or region.

Results and Conclusions

No significant differences were found in the importance attached to the total list of competencies by region. Five of the fifty individual competencies were significantly different by region, however. The five included (a) snow and ice techniques, (b) off-trail route finding, (c) reading map and compass, and (d) snow shelter construction.

An important outcome of the study, however, is the list of competencies, rank ordered in importance by 150 outdoor leaders of the Northwest Pacific Region, that was developed. This list enabled Swiderski to provide a set of recommended competencies.

THE EFFECT OF A TWO-WEEK CAMPING EXPERIENCE ON THE SELF-CONCEPT OF PHYSICALLY HANDICAPPED CHILDREN

University Microfilms
Order Number: 7900508

Robert Theodore Thacker
The University of North Carolina
at Chapel Hill, 1978

Purpose

The purpose of the study was to investigate the effect of a camping experience on the self-concept of physically handicapped children, specifically, children attending a two-week residential Easter Seal Camp. This study seemed necessary because most camping research has been conducted to examine changes in self-concepts in camping experiences longer than two weeks.

Procedure

The subjects in this study were 116 physically handicapped children who attended Camp Easter-in-the-Pines, the North Carolina Easter Seal camp. This group was comprised of children who attended two separate camp sessions. Thirty physically handicapped children who did not attend Camp Easter were selected by the author as control subjects. The Piers-Harris Children's Self Concept Scale (CSCS) entitled, The Way I Feel About Myself, was the instrument used in this study. Prior to each administration of the CSCS, an information sheet was filled out. Analysis of variance, gain scores, and Chi-square analyses were conducted to analyze the data.

Results and Conclusions

Thacker found a significant difference (pre-test to follow-up post-test) between the gain scores of the camper and non-camper groups. The Chi-square analysis revealed a significant difference at the .05 level. These results indicate that the camping experience had an effect on camper self-concept which was maintained at least three months. Campers were physically handicapped. It also appears that a well organized camping program can result in a change in self-concept even though the program emphasis is not specifically aimed at that end. Females and older children (11-14 yrs.) showed more change than males and younger children (8-12 yrs.)

Janice M. Pilarczyk

THE DEVELOPMENT OF CRITERIA FOR THE ASSESSMENT OF THE COMPREHENSIVENESS OF A SCHOOL DISTRICT'S CONTINUING OUTDOOR EDUCATION PROGRAM

University Microfilms
Order Number: 78-10, 124

James C. Tisdale
Michigan State University
1977

Purpose

The purpose of this study was to develop a set of criteria which could be used by school districts to determine the comprehensiveness of their current outdoor education program.

Procedure

The author found three criteria which he felt were broad enough in scope to cover all facets of an outdoor education program. They were used to assess whether or not a consensus could be found as to what makes up a comprehensive outdoor education program in a school district. The criteria were that an outdoor education program should 1) extend the classroom curriculum, 2) enrich the classroom curriculum and 3) create new curriculum dimensions.

From these criteria Tisdale developed a questionnaire that was sent to a random sample taken from the membership of two organizations, The Outdoor Education Council of America and the Council of Outdoor Educators of Ontario. The sampling was designed to give a good cross-section of the opinions held by those who are involved in outdoor education in various capacities.

Results and Conclusions

At the time of this study there was no way to evaluate how comprehensive a school district's outdoor education program was. Since the three criteria used in developing the survey instrument were approved by a large majority of educators and no major additions or total rejections of it occurred, it seems appropriate to use the criteria as a determinant of the completeness of a school district's outdoor education program.

It was recommended by the author that his construct be used both as an evaluative measure by school districts, also by the classroom teachers. It was further offered as a developmental guide for school districts to set up their programs.

Judith Quayle

THE EFFECT OF A PRESERVICE PROJECT BOLD (OUTWARD BOUND) PROGRAM ON IDENTIFIED BEHAVIORAL OBJECTIVES OF EDUCATORS OF THE UNITED STATES DEPENDENTS SCHOOLS, EUROPEAN AREA

University Microfilms
Order Number:

Donald Howard Torrey
University of Southern California
1975

Purpose

Project Bold is a program conducted by the United States Dependent Schools, European Area. It is nearly identical with Outward Bound in philosophy and curriculum. This study was of a Preservice Project Bold for educators of the United States Dependents Schools, European area. The educators were trained to disseminate the ideas and methods of Project Bold to their students because it was felt more students could benefit from the program by that method rather than having all the students directly enroll in Project Bold. The study attempted to determine if there were changes in identified behavioral objectives in the educator-participants as a result of completing the program.

Procedure

The study involved two groups of 53 educators who began and completed a three week session in Berchtesgaden, Germany. Thirteen behavioral objectives in the cognitive, affective and phychomotor domains were considered. Pre- and post-tests were administered to all participants to measure changes in the cognitive and affective domains; while participants were selected at random for pre- and post-tests to measure psychomotor skill changes.

Results and Conclusions

In general, there was no change in affective behavior, although one group did show a positive change in the behavior objective of self improvement. No changes were reported in other affective objectives, such as self concept or self assertion. Improvement was noted in cognitive and psychomotor skills. Further study into the effect of maturity on affective learning is suggested. Inter-rater reliability and validation studies of the Project Bold Process Inventory were also recommended.

THE EFFECTS OF AN OUTDOOR ADVENTURE PROGRAM ON THE SELF-CONCEPT OF EDUCABLE MENTALLY RETARDED/SLOW LEARNING CHILDREN

University Microfilms
Order Number: 8008416

Ann Vidolovitis-Moore
Boston University
1979

Purpose

The researcher wished to investigate the effects of outdoor, risk-taking (adventure) activities and group composition factors on the self-concept of educable mentally handicapped/slow learning children.

Procedure

Adventure education programs that met the criteria were at Sargent Camp, N. H. and Ponkapoag Outdoor Education Center, Mass. Sixty-four EMH students, ages 10-13, were chosen as subjects for the experiment.

For the study, students were assigned to four experimental groups. Two groups were involved in a five-day residential adventure program; one had segregated EMH students, and the other had integrated EMH students. The second set of two groups participated in a two-day morning-afternoon program with one group of segregated EMH students and the other group composed of integrated EMH students.

The Martinek-Zaichkowsky Self-Concept Scale for Children (MZSCS) and the Platt Affective Behavior Scales (PABS) were used as instruments. Other tools that were used included "A Class Play" sociagram, a "Sentence Completion" projective instrument, and an interview technique.

Students were pre-tested at school three days prior to the treatment, an adventure experience. They were then tested on the first and last days of the adventure program to note further changes. Post-testing at school two weeks following the experience included interviews with students and parents.

Results and Conclusions

The research supported the position that the self-concept of EMH/Slow Learning children can be improved with participation in an intensive residential adventure program. It also generally supported past research that recreation therapy and adventure education have a positive effect on affective learning of EMH children. It was not statistically supported that segregated groups would improve their self-concept more than integrated groups, or that segregated groups would have a greater self-concept gain than any other group.

The difficulty of empirically measuring the affective domain was evident. The results of the survey also suggest that adventure education experiences have a positive effect on the school behavior of special education students. Most students responded that they felt they had discovered new capabilities within themselves during the adventure experience.

Shana Stearn

A SURVEY OF PREPRIMARY AND PRIMARY OUTDOOR LEARNING CENTERS/PLAYGROUNDS IN TEXAS PUBLIC SCHOOLS

University Microfilms
Order Number: 77-11, 608

Elizabeth Ann Vernon
University of Texas at Austin
1976

Purpose

The purpose of this study was to assess the conditions existing in the Texas public schools to provide a basis for planning, development, and implementation of preprimary and primary outdoor learning centers/playgrounds in those schools.

Procedure

A carefully prepared survey was mailed statewide to a great number of randomly selected schools. The study included surveys for both principals and teachers. Survey information requested came from areas such as: general data about school size, numbers and training of personnel, existing playground equipment, sources of funding, playground design, supervision, injuries, existing outdoor curriculum, perceptions of outdoor education, and recommendations for modification of outdoor facilities and/or curriculum.

Results and Conclusions

The author found that the existing conditions were "unfavorable for the intellectual, social and motor development of young children." She also concluded that the majority of the schools studied could not meet the minimum standards for licensing set forth by the Texas Department of Public Welfare because of the lack of time spent on outdoor education.

Generally, it was found that playground supervision was inadequate and creative facilities were lacking. Most equipment was just for exercise. Economy was the most important consideration when buying it.

It was also found that most Texas classroom teachers and administrators favored placing all outdoor education in the hands of physical education teachers.

Mark Young

THE EFFECTS OF PROJECT USE TRAINING (ADVENTURE TRAINING) ON THE PARTICIPANTS SELF-ACTUALIZATION AND SELF-PERCEPTION OF PERSONAL CHANGE

University Microfilms
Order Number: 8014569

Robert Mark Vogel
Temple University
1979

Purpose

Vogel wished to learn if an Outward Bound type of program, conducted by Project USE (Urban Suburban Environments) in New Jersey, results in change in the participants. He set out to investigate these questions: (a) what level of change occurs in the self actualization process of the participants involved in Project USE training?, (b) what influence does Project USE training have on the participants' self-perception of personal change?, (c) what is the relationship between the participants' change in level of self-actualization and the participants' self-perception of personal change?

The Project USE courses employed in this study provide participants with self discovery experiences. It uses challenge experiences such as ropes courses, rock climbing, canoeing, survival skills, ecology and community service.

Procedure

Thirty-nine individuals enrolled in a 16-day Project USE course were involved. The control group consisted of 20 individuals who would take the course later that year. Demographic data indicated that the two groups were comparable. The instructors were also compared to assure that any differences found between patrols in the experimental group were other than the result of instructor difference.

The treatment was a course of 16 days in which participants traveled the length of New Jersey and dealt with outdoor challenges ranging from white-water canoeing, climbing, cave exploration to a two-day solo. They were pre- and post-tested using The Personal Orientation Inventory. Individual journals were kept and analyzed. Course instructors evaluated each student.

Results and Conclusions

The experimental group post-test scores differed significantly from the control group on several scales of inner-directedness. The analyses also revealed that the experimental groups had positive correlations between their self-actualization and self-perception of personal change scores.

Vogel concluded that this form of training can lead to higher levels of self-actualization for its participants and increased awareness of self-perception of personal change.

A SCHOOL/COMMUNITY MODEL FOR THE STEWARDSHIP OF SCHOOL SITE AND NEIGHBORHOOD OUTDOOR LABORATORIES AND AN EVALUATION OF THEIR USE BY SELECTED 4TH AND 5TH GRADE PUPILS FOR ENVIRONMENTAL EDUCATION

University Microfilms
Order Number: 7925245

Donn Paul Werling
The University of Michigan
1979

Purpose

Werling wished to (a) develop a "school/community stewardship model," (b) implement the model and (c) evaluate use of the model. He wished to compare SCIS taught indoors (with and without environmental lectures) with a modified SCIS outdoor environmental education approach to site stewardship. Werling wanted to know if there is a difference in student's environmental knowledge using these three instructional models.

Procedure

The model was based upon a review of the literature, Werling's experience in environmental education as a teacher, and the program at the Evanston Environmental Center. Two teachers and their students made up the (a) standard SCIS only group; two other teachers and their students the (b) indoor SCIS with environmental lectures group; and two teachers and their students were named as the (c) outdoor/environmental SCIS group. Pre- and post-test scores were obtained using the SCIS Intermediate Level Criteria Reference Test and the Illinois Your Environment and You test. Other unobtrusive measures were used.

All three groups used the SCIS units, "The Environment" and "Communities." Teachers in the first two groups did not take their students outdoors. The students in the second group heard a lecture on the stewardship of our open-space resources as a part of their 14 hours of treatment. The final group received outdoor activities and experiences in addition to the instruction of the control groups.

Results and Conclusions

Werling reported that the model functioned well and could be easily adopted and disseminated. Teachers were able to use the outdoor laboratory on a weekly basis and considerable community support developed. No attempt was made, however, to experimentally evaluate teacher or community response to the model.

Werling found the tests to be reliable and easy to administer. The outdoor group did significantly better on the environmental knowledge test than the other two groups. The outdoor treatment did have an effect not found with either of the two indoor groups.

THE INFLUENCE OF OUTWARD BOUND SCHOOL EXPERIENCE ON THE SELF-CONCEPT OF ADOLESCENT BOYS

University Microfilms
Order Number 72-25, 475

Reagh Clinton Wetmore
Boston University
1972

Purpose

The purpose of this study was to determine the degree to which the self-concept of adolescent boys is (1) influenced by Outward Bound School Experience, and (2) related to differences in age, socioeconomic status, race, educational level, residential locale, sports background, and specific course attended at the Outward Bound School.

Procedure

The study was performed on a group of 291 boys, ranging in age from 15.6 to 19.5 years, and drawn from various socio-economic groups from throughout the U.S. The 26-day program was held at Hurricane Island Outward Bound School, which is located twelve miles off the coast of Maine at the entrance of Penobscot Bay. The program included rock climbing, swimming, seamanship, rescue procedures, and ecology.

Three separate testing instruments were utilized. The Tennessee Self Concept Scale was administered to the boys as a pre-test, a post-test and a follow-up test, given six months after the end of the program. The Osgood Semantic Differential was used by the instructors as a behavioral rating scale to evaluate the boys. Critiques by the students six months after the completion of the course were also utilized.

Results and Conclusions

The study showed distinct and statistically significant positive changes in self-concept between the time the pre- and post-tests were administered, and these changes continued through the follow-up test, although not to the same degree. The data also showed no apparent relationship between the changes in self-concept and differences in age, socio-economic background, educational level, and other factors that might influence the results.

Thus, it appears that the Outward Bound experience resulted in a positive change in self-concept among the adolescent boys attending the program, and, that these changes did not seem to be influenced by the background of the participants.

Robert Horlock

AN ANALYSIS OF THE EFFECTIVENESS OF AN OUTDOOR EDUCATION TECHNIQUE AS MEASURED BY THE IOWA TEST OF EDUCATIONAL DEVELOPMENT

University Microfilms
Order Number: 77-20, 267

Dwaine R. Wilcox
Virginia Polytechnic Institute
and State University, 1976

Purpose

The purpose of the study was to determine the effectiveness of outdoor education techniques as compared to the traditional education techniques in increasing a student's cognitive knowledge in language arts, mathematics, science and social studies. Wilcox was concerned with students at the ninth grade level.

Procedure

After a review of the literature, Wilcox felt the need for using an experimental research design. For his research he chose 35 students for an experimental group and 30 students for the control group. Both groups were administered the Iowa Test of Educational Development as a pre-test. During the following semester, the experimental group received treatment which contained the outdoor education techniques, while the control group approached the same material without the outdoor experiences. After the semester, the ITED post-test was administered.

Results and Conclusions

It was found that the experimental group acquired "to a measurable degree" a greater amount of cognitive knowledge in language arts, mathematics, and science. There was no difference found between the two groups in social studies. Within Wilcox's ten recommendations were: 1) a longer study (three year), 2) the use of a random sample, 3) study of the effect of socio-economic background on cognitive learning, 4) a wider study to include grades ten through twelve, 5) a study implementing new materials, 6) a study comparing average and superior achievers.

THE EFFECTS OF AN OUTWARD BOUND SCHOOL EXPERIENCE ON LEVELS OF MORAL JUDGEMENT AND SELF-CONCEPT

University Microfilms
Order Number: 77-13, 297

Philip Allen Winkie
Rutgers University
1976

Purpose

Major objectives of the study were: 1) to analyze the degree to which the Outward Bound School experience affects levels of moral judgement and self-concept; 2) to determine whether a relationship exists between levels of moral judgement and self-concept; 3) to determine if there is a relationship between changes in moral judgement and self-concept and the personal and socio-economic status of participants.

Procedure

The design consists of four parts: a pre-test, a 26-day Outward Bound Course, a post-test, and a 120-day post-posttest.

Students in both experimental and control groups were accepted for standard 26-day Outward Bound Courses at Hurricane Island near Penobscot Bay, Maine the summer of 1974. The experimental group was pre-tested on arrival for the course. This included completing biographical data forms, the Defining Issues Test (DIT), and the counseling form of the Tennessee Self-Concept Scale (TSCS). On the 25th day of the course, the post-test, consisting of the DIT and TSCS was administered. This same post-test was again given 120 days later to determine the long lasting effects of the course. The control group was given the same three-part pre-test two weeks prior to arrival at Hurricane Island. The first day of their Outward Bound Course, the control group was given the two-part post-test, thus not having the prior experience of the 26-day course. The control group did not get the 120-day post-posttest.

Results and Conclusions

Both moral judgement and self-concept changed positively for the experimental group after receiving the Outward Bound treatment. The post-posttest scores for the DIT and the TSCS of the experimental group were significantly higher than the pre-test scores. No change was indicated in the control group. While moral judgement and self-concept did change for the experimental group, there was no direct correlation between the two.

The only highly correlated relationship between changes in moral judgement and self-concept with differences in personal data showed the females in the experimental group demonstrating a greater positive change than males. Societal customs have encouraged women to a more passive role, therefore, encountering the same experiences as men gave the women a chance to catch up in establishing a positive self-concept.

Anna M. Richards

OUTDOOR VERSUS INDOOR LEARNING IN ELEMENTARY SCHOOL SCIENCE

University Microfilms
Order Number: 71-16686

Ronald Clarence Wise
The Pennsylvania State University, 1970

Purpose

This study was aimed at assessing and comparing the achievement of students taught science by the three approaches (a) direct experiences, (b) outdoor classroom, and (c) indoor classroom. Wise wanted to know if students acquire more science knowledge when taught by the direct experience as compared to indoor classroom approaches or outdoor classroom approaches. He also wanted to know if students taught by the direct experience make more observations in the outdoors than those taught by the other two approaches. An answer was sought to the question: Is the use of the outdoor environment with no changes in teaching procedures or materials as used indoors more productive of learning?

Procedure

Students in three schools were used. Each had three fifth-grade sections and each an area appropriate for outdoor learning. After piloting the treatment and development of an achievement test, the students and teachers in each school were randomly assigned to a treatment group. The 261 subjects were pre-tested and subjected to the three-week instructional treatments, retested, and then tested again on a three-week retention basis. All students completed three observations sheets concerning outdoor observations on the science content studied. Analysis of variance was used.

Results and Conclusions

Wise did not find significant differences in the gains of the three groups. He did point out, however, that the mean scores suggest that the pupils in the "direct experience" group did as well, if not better, than the other two groups on science knowledge. The direct experience approach also appeared to be valuable in helping students with awareness of their environment since more of those students made observations than of those in the other two groups. While Wise did not find information sufficient to recommend one treatment over the others concerning science content achievement, he did find that the direct experience approach resulted in students being more observant of the outdoor environment.

CHARACTERISTICS OF ELEMENTARY TEACHERS IMPLEMENTING AN ENVIRONMENTAL CURRICULUM

University Microfilms
Order Number: 77-31, 018

Dennis Michael Wint
Case Western Reserve University, 1977

Purpose

Wint, a director of an ESEA Title III environmental education curriculum development project, wanted to know if there were differences in the characteristics of teachers who used their innovative environmental education curriculum and those who did not use it. He also wanted to know if there were differences in the schools in which they taught as well.

Wint dealt with teacher (1) biographical information, (2) participation in an implementation program, and (3) attitudes/knowledge of the program and the environment. He wanted to answer the questions (1) to what extent have elementary teachers implemented and used the program?, and (2) what characteristics explain their use?

Procedure

An Ex-Post-Facto design was used in which the data were collected using a six page questionnaire. It was sent to 499 elementary teachers in the spring of 1977. They taught in the 21 school districts which participated in his innovative Title III program. The questionnaire contained 105 items, 39 of which were from the ERIC Environmental Knowledge and Attitudes Inventory.

Results and Conclusions

About 300 completed questionnaires were received and Wint used them to develop a number of tables on the characteristics of the teachers in this group. He used analysis of variance to ascertain if there were differences in the characteristics of the teachers he placed in the three groups, (a) Non-use, (b) Moderate Use, and (c) High Use.

Two of the three factors found to be significantly related to Use were the attitude toward (1) the Adaptation Grant and (2) Environmental Education; but Wint did not know to what extent those attitudes existed prior to participation in the program. Knowledge of the environment was not found to be a significant or determining characteristic. A third factor found significant was "age." Older, more experienced teachers tended to use the program more than younger teachers.

AN ADVENTURE PROGRAM: A DESCRIPTIVE ANALYSIS

University Microfilms
Order Number:

Robert Michael Wolff
The Ohio State University
1978

Purpose

Wolff set out to describe and categorize the behaviors of students and staff members during an outdoor adventure program. He wanted to study the behavorial categories and to develop concepts of behavior that might be useful to understanding student reaction during such experiences. It was an attempt to go beyond the usual paper and pencil description of behavior common to outdoor education/recreation studies.

Procedure

Cassette recorders were used to record the comments made by four observers as they observed staff and students during randomly selected periods of the adventure program. The subjects were male and female university students and the staff who participated in a scuba diving experience offered for eight days on Andrus Island in the Bahamas. The course was offered by The Ohio State University.

The observations and recordings were analyzed according to gender and experience categories. Behavior episodes of each group were counted and compared. In addition, six individuals read the narrative data provided by the observers and developed categories of behavior occuring with some frequency.

Results and Conclusions

These were among the conclusions reached by Wolff:

1. Subgroups (male/female; experienced/inexperienced) were not socialized by the experience.
2. During discretionary time when not engaged in diving, the major activity was not a big concern of students.
3. Students tended to choose passive behavioral and passive recreational pursuits during the times when they were not engaged in diving. Nearly 70% of the discretionary time was spent in passive behavior.
4. Instructors seemed to spend a significant amount of time interacting with students during discretionary periods.

The readers of the narrative data produced a list consisting of 48 varieties of behavior which occured with some frequency. Wolff provides short definitions for these variations or behavior concepts.

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A SURVEY OF THE ATTITUDES OF DAY CAMP DIRECTORS

University Microfilms
Order Number: 7822623

Samuel Wood
Middle Tennessee State University
1978

Purpose

Wood wished to survey the attitudes of Day Camp directors and to develop a Day Camp Manual of Operation. He wanted to find what were the most common objectives, programs used, and administrative methods used for day camping.

Procedure

Wood chose a random sample of 50 camp administrators from two sources, 1978 Parent's Guide to Accredited Camps -- Northeast and 1978 Parent's Guide to Accredited Camps--South.

Data were collected from these administrators through a check list type of questionnaire. Wood also included some open-ended questions to survey the respondents' own ideas and attitudes.

The data were programmed for Frequency Distribution (STATOB). Items were also ranked by assigning them numerical values and multiplying those values by the number of respondents answering those items.

Wood formulated tables in order to better interpret the data. Most of the tables were descriptive but some contingency tables consisting of two variables were also included.

Results and Conclusions

Wood made nine major conclusions from this study concerning the attitudes of day camp directors. They centered around attitudes concerning the most common objectives, activities, administrative functions, staff selection, training and evaluation.

All respondents, except teachers, chose social skills as the main objective to be stressed. Teachers chose to provide a positive experience for camping as their first choice. The common day camp activity was aquatics. Programming stimulating activities was the most important administrative function. Having a doctor and hospital nearby was also of primary concern. Preferred by most respondents were personal interviews for staff selection, and using pre-camp training after the selection was made.

Wood made four recommendations: 1) a handbook for directors should be compiled from the results of this study, 2) review of this study by other directors to help them offer better leadership for future day camps, 3) that this study should be done using a larger population, and 4) that it should be done using more variables to obtain more information.

SELECTED MICHIGAN PUBLIC SCHOOL TEACHERS' PERCEPTIONS ABOUT FACTORS INFLUENCING UTILIZATION OF OUTDOOR SITES AND RESOURCES FOR OUTDOOR/ENVIRONMENTAL EDUCATION

University Microfilms
Order Number: 8013821

Dennis Harold Yockers
Michigan State University
1979

Purpose

Yockers set out to identify factors that teachers percieve as influencing their use of school sites for outdoor education. He held that there was an increasing need within educational systems for programs that provide teachers and students with outdoor experiences - both on school sites and in the community; and that the teachers themselves are the key to such programs. Since many do not "go outside," Yockers wished to:

a. develop a list of factors which appear to influence teachers' use of outdoor resources,
b. have teachers rate these factors according to importance, and
c. analyze the responses to learn which encourage and discourage.

Procedure

Yockers developed a survey instrument containing a list of 55 factors thought to influence teachers' use of the outdoors. Respondents were asked to respond according to the scale (a) strongly encourage to (e) strongly discourage.

The population Yockers used consisted of teachers in two Michigan school districts, selected because of his previous association with them. SPSS Crosstabs was used in the analysis. Fifty-five teachers responded from one school district and 288 from the other.

Results and Conclusions

Among factors found to discourage outdoor use are (a) lack of time for planning, (b) amount of school district financial support for transportation, (c) size of classes, (d) weather, and (e) availability of curriculum guides. Factors which encourage included (a) adequacy of the school's outdoor sites, (b) parents' feelings and interest, (c) educational value of the activity, (d) teachers' general knowledge, (e) inservice in OE/EE, and (f) central administration support. Several items were found not to be factors - and there was a difference between the two schools in what encouraged or discouraged.

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